

**THE EFFECTS OF PEER REVIEW  
ON  
YOUNG LEARNERS' WRITING  
AT  
IHSAN DOGRAMACI FOUNDATION  
BILKENT PRIMARY SCHOOL**

**A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY**

**BY**

**EBRU KUTLUK**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN  
ENGLISH LANGUAGE TEACHING**

**SEPTEMBER 2005**

Approval of the Graduate School of Sciences

---

Prof. Dr. Sencer Ayata  
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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Prof. Dr. Wolf König  
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts.

---

Assist. Prof. Dr. Gölge Seferoğlu  
Supervisor

**Examining Committee Members**

Assist. Prof. Dr. Gölge Seferoğlu (METU, FLE) \_\_\_\_\_

Assist. Prof. Dr. Nurdan Gürbüz (METU, FLE) \_\_\_\_\_

Assist. Prof. Dr. Jale Çakıroğlu (METU, ELE) \_\_\_\_\_

**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Surname: Ebru Kutluk

Signature :

## **ABSTRACT**

THE EFFECTS OF PEER REVIEW ON YOUNG LEARNERS' WRITING  
AT  
IHSAN DOGRAMACI FOUNDATION BILKENT PRIMARY SCHOOL

Kutluk, Ebru

MA, Program in English Language Teaching

Supervisor: Assist. Prof. Dr. Gölge Seferoğlu

September 2005, 103 pages

This study aimed at investigating the effects of peer review on young learners' writing, the students' attitude towards peer review and to see how close student grading is to teacher grading. The main purpose of the study was to determine if the students who received peer review on their writing and peer checked themselves would score better on a writing test as compared to those who did not but did self-checking only.

For this purpose, 25 primary students (in the fourth grade) at Ihsan Dogramaci Foundation Bilkent Primary School participated in the study. The data were collected through quantitative and qualitative data collection instruments. The pre-test and post-test results provided the quantitative data along with the student and teacher grading. The qualitative data came from the questionnaire distributed at the end of the study.

The analysis of the quantitative data indicated that the students who received peer review on their writing and peer checked themselves did not score significantly

different from the students who did not receive such a training. Significant difference was found however between the students' grading and the teacher's. The analysis of the questionnaire data showed that the students enjoyed checking and grading their peers' papers and learning their own mistakes during the process.

Keywords: Feedback, peer review, grading, students' attitudes

## ÖZ

İHSAN DOĞRAMACI VAKFI BİLKENT İLKÖĞRETİM OKULUNDA  
AKRAN DÖNÜTÜNÜN

İLKÖĞRETİM ÖĞRENCİLERİNİN YAZI BECERİLERİN ÜZERİNDEKİ  
ETKİLERİ

Kutluk, Ebru

Yüksek Lisans, İngiliz Dili Eğitimi  
Tez Yöneticisi: Y. Doç. Dr. Gölge Seferoğlu

Eylül 2005, 103 sayfa

Bu çalışmanın amacı akran dönütünün ilköğretim düzeyindeki öğrencilerin yazı becerilerindeki etkilerini, öğrencilerin akran dönütü hakkındaki düşüncelerini saptamak ve öğrenci notlandırmasının öğretmen notlandırmasıyla uyuşup uyuşmadığını incelemektir. Çalışmanın ana amacı yazı becerilerinde akran dönütü alan öğrencilerin bir yazı testinde bu uygulamaya tabi olmayan öğrencilere göre daha iyi başarı gösterip göstermeyeceğini belirlemektir.

Bu amaçla, İhsan Doğramacı Vakfı Bilkent İlköğretim Okulunda ilkokul 4’de giden 25 ilköğretim öğrencisi bu çalışmada yer almıştır. Veriler nicel ve nitel veri toplama araçları ile toplanmıştır. Ön-test ve son-test öğrencilerin ve öğretmenin notlandırmaları ile birlikte nicel verileri oluşturmuştur. Nitel veriler araştırmanın sonunda uygulanan anket yoluyla toplanmıştır.

Nicel verilerin analizin sonucu akran dönütü alan öğrencilerin yazı becerilerinin, akran dönütü almayan öğrencilerin yazı becerilerinden farklı olmadığını göstermiştir. Öğrenci notlandırması ile öğretmen notlandırması arasında fark saptanmıştır. Anket ile toplanan verilerin analizi öğrencilerin akranlarının yazılarını düzelterek notlandırmaktan ve bu süreçte kendi hatalarını fark etmekten hoşlandıklarını göstermiştir.

Anahtar kelimeler: Dönüt, akran değerlendirme, notlama, öğrenci tutumları

Anneme ve Babama

## **ACKNOWLEDGEMENTS**

I would like to express my deepest gratitude to my thesis supervisor Assist. Prof. Dr. Gölge Seferođlu for her invaluable guidance, kindness and warm support throughout this study, without which I could never have completed this thesis. I would also like to extend my gratitude to Assoc. Prof. Dr. Joshua Bear, Assist. Prof. Dr. Jale akirođlu and Assist. Prof. Dr. Nurdan Gurbüz for their help and kindness.

My sincere thanks are to the school administration at Ihsan Dogramacı Foundation Bilkent Primary School for allowing permission to carry out the research and granting the time for my master studies. I also owe special thanks to my colleague Marion Engin for helping me choose the topic of my research.

I would like to thank my classes who helped me during the data collection and training. They were always very eager and patient throughout the study and I believe they played a very important role in this thesis.

Finally, I am grateful to all my family members who have supported and encouraged me throughout my study. They were always there whenever I needed them and with whose existence I could never have completed this thesis without.

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.0 Presentation**

This chapter presents the background to the study, the setting of the study and the teaching of writing at Ihsan Dogramaci Foundation Bilkent Primary School, followed by the purpose of the study, the research questions, the significance of the study, the limitations of the study and the definitions of the terms.

#### **1.1 Background to the Study**

Among the four skills, listening, reading, speaking and writing, writing is perhaps the most important skill along with speaking when learning a foreign language. For writing, like speaking is a productive skill which is achieved after a long access to a foreign language. It is the time when the learner processes all of the information he or she has learnt and puts it into context. The learner moves from a passive state to an active state.

With the globalization of the world and the political, economical and social connections among countries, communication through a common language, which is the English language, has become a necessity. For this reason, language teaching has turned into a more communicative way rather than a subject of study. Speaking skills and writing skills are now incorporated into syllabuses and brought more frequently into the language classrooms. Language learners' ability to express themselves orally or written is being improved. Practice in writing skills now begins early in some private schools around Turkey. Starting to learn to write in English starts as early as the first grade, right after students have unraveled the writing in their native language, Turkish. The reason behind this action being, the sooner something is

learnt, the better the learner is at it and students at that age being ready to absorb anything taught to them.

As writing is an important component of learning a foreign language, expanding the process and getting some assistance on the way may be of some help for the language learners. The process of writing can be expanded through the writing and revising of drafts till the final writing is obtained. It is practice that makes perfection.

The assistance received during this process or practice does not have to come initially from the teacher which is where it usually comes from in most schools; the teacher being the instructor, provider, assistant, pointer, evaluator and grader. Teachers tend to get all the responsibility for the students' learning and therefore do not share the work load with the students. What quite often happens is, after the student writes a piece of writing, he or she hands it to the teacher to check who in return does all or most of the corrections and asks the student to write a cleaner copy with the corrections made and hand it back to him/her or just returns it to the student to keep or throw away.

This second possibility especially happens with younger students, those in elementary school. Students often, as can be guessed, do not then even bother to look over their mistakes or read the notes the teacher wrote on the paper and this continues for every piece of writing done. To stop this from happening, other solutions can be taken into consideration that will both assist the student and give him or her more responsibility in his or her own learning.

A need for such a learner-centered activity, led to *peer review* in the writing process (Keh, 1990). *Peer review*, is seen as a solution that can be of positive effect on language learners' writing. Peer review, simply stated "involves sharing one's writing with a group of peer readers who offer feedback and suggestions for improvement" (University of Hawaii, 2004). Peer review is a technique adopted in L1 (first language) and L2/FL (second language/foreign language) writing classes

that has enriched the teaching of writing. “It is one of the cornerstones of writing as a process, giving students the opportunity to spend time in class reworking their essays instead of believing that a single draft is adequate” (Levine, 2002).

Through peer review, students get the opportunity to read their peer’s writing, make any necessary markings or suggestions and receive the same for his or her writing for further improvement. This contributes to their critical thinking skills. For, while doing so, unconsciously they are able to critically analyze the writing and bring into use all the structures and rules they have learnt in the foreign language. During the process, students also unconsciously compare their peer’s writing with their own writing and furthermore be able to distinguish what is right or wrong and make any corrections whether in the peer’s writing or own writing. It is a chance of autonomous learning as well as learning in pairs.

The benefits of getting students to peer review one another’s writing can be listed as follows as stated in University of Hawaii Manoa’s Writing Center (2004) website: First of all, peer review provides a wider audience for student-writers. Secondly, it offers students the opportunity to receive feedback on their writing about their strengths and weaknesses. It teaches students “to critically analyze their own writing and the writing of others.” Fourthly it “familiarizes students with the format, style, criteria and expectations of writing in the discipline studied.” It prompts active learning too and builds classroom community. Finally, it reduces the teacher’s feedback workload.

In addition, other benefits can be, it encourages student autonomy as stated earlier, makes students more self-aware and careful in their own writing due to the reason that they do not want their friend to catch their mistakes, and it makes students value the feedback received more since it is coming from a friend. Peer review is definitely a different alternative for checking student writing, with many advantages than just merely having the teacher/instructor check, correct and return.

Writing lessons in undergraduate study include an on-going multiple-draft process. To submit a writing, a student is required to have written several drafts, received feedback and revised and extended it to a final writing. Some students quite shockingly come across such a writing process for the very first time in their lives. Not having been taught the stages of writing before, writing becomes a burden to the student. It is therefore important to teach the process of writing at an earlier stage to students and introduce them peer review and peer editing. Schools which do teach the stages of writing and familiarize students with peer review before university education, do so the earliest as upper primary, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. Upper primary is quite the right time to familiarize the students with it. However, it may be introduced even earlier in small doses. Incorporating it through out all the grades' curriculum will surely give positive results and attribute to future learning. This study therefore aimed to find out whether such an attempt would have positive reinforcement for the lower primary students, grade 4, at Ihsan Dogramaci Foundation Bilkent Primary School and be effective on their writing. The study also aimed to find out the attitudes of the students about the regulation.

Some studies on peer review have been done in Turkey over the past years. These studies have been carried out for M.A. theses. Most of the studies focus on the analysis of peer review of writing and the impact of training on peer feedback (Şengün, 2002; Mıstık, 1994; Ayar, 1999). These studies however dealt with EFL students in the prep schools of universities. Such a research has not been done for lower primary students. Therefore, the need to investigate the process of peer review in lower primary English writing lessons and to learn the attitudes of Turkish lower primary students towards peer review initiated this research.

## **1.2 Setting of the Study**

Bilkent Primary School is a private foundation school. It consists of classes from Kindergarten to eight grade which includes lower and upper primary classes. Bilkent

has also a high school section situated on a different site within the Bilkent University campus, near the Primary School. Both schools are run by the same Board.

As it is with all private schools, the teaching of English is one of Bilkent Primary School's major aims. Parents of private schools value the teaching of English more than other subjects. The reason for them enrolling their children in a private school in the first place is for their children to learn a foreign language, 'English,' as best as possible. Starting to learn English at an early age increases this possibility and private schools are considered to be the best places to give this opportunity.

English classes at Bilkent Primary School start from Kindergarten with 3 hours of English lessons a week. It increases each year with 6 hours per week in the first grade, 8 hours in the second grade and third grade and 10 hours from fourth grade up.

In order to get accepted to Bilkent Primary School from grade 4 and on, new students have to enter an English entrance exam that consists of the topics of the grade level prior to the grade they will begin. A minimal grade is needed to get accepted. Similarly, students graduating from Bilkent Primary School and passing to Ihsan Dogramaci Foundation Bilkent High School, have to fulfill the same requirement. Attaining a certain level of English is important through each grade level for that reason.

### **1.3 Teaching of Writing at Bilkent Primary School**

The English curriculum at Bilkent Primary School gives importance to all four skills, listening, reading, speaking and writing. Grammar and vocabulary are being tried to be integrated into these four skills as much as possible. Grade 4 is currently using a Longman publication, World Club 1 as its course book and activity book. In the book

there are all four skills as well as sometimes separate language and vocabulary focus sections. Each module of the book (total 8 modules) focuses on a writing specific to the module's topic. The writing consists only of a paragraph relevant to the unit. Everything learnt in the module, as vocabulary and grammar structures, are incorporated into the writing component. Writing is particularly taken into hand in the course book. At the end of each module, the writing section is in fact given in three stages; 'preparation', 'writing' and '*checking*' along with sometimes 'presentation.' The checking stage asks the students to re-read what he or she has produced and to check it by referring to some useful pages.

Peer review or multi-draft writing is not asked or introduced. Students basically scan their paper to see if there is anything they need to change. Since no further final writing is expected, students often skip this stage. In grade four it is observed that, students are not aware of the importance of checking their writing before submitting it in. It is the teacher who checks the papers and makes any required corrections. It is highly doubted that students take the time to go over their mistakes when the teacher has already corrected them. From sixth grade up however, students at Bilkent Primary start to learn about and do peer review. They come across the error correction codes required to check a writing and evaluation forms and writing criteria needed to evaluate and grade a writing. As improving students' writing skills in grade four, is one of the aims of the English syllabus at Bilkent Primary, it is thought that it might be just possible to apply a simpler version of peer review in grade four, as it is done in the upper primary classes.

#### **1.4 Purpose of the Study**

Writing has been considered to be one of the major skills in the learning of a foreign language. It is a productive skill which is achieved after a certain amount of access to the grammatical structures and lexical sets of a foreign language. Language learners need guidance to improve their writing. *Peer review* is one method that can be of

positive assistance on language learners' writing, which is currently being introduced and used in the upper primary English lessons at Bilkent Primary School. It is worthwhile to see if it is effective on lower primary students' writing.

The purpose of this study is to determine whether students who receive peer review on their writing and peer review themselves, would score better on a writing test as compared to those students who do not receive such a treatment. It is also aimed to, see if students are able to grade their peers' papers parallel to the teacher and to learn the attitudes of the young learners to such a regulation. It is expected at the end of the study that the students who have received peer feedback on their writing and peer checked themselves would improve their writing skills due to getting the help of a friend, the increase of self-awareness and practice of peer reviewing. It is also expected that a majority of the students will have a positive attitude towards the use of peer review in writing lessons. Although, it is expected that the students' grading will not be parallel to the grading of the teacher.

### **1.5 Research Questions**

Therefore, the research questions in this study were:

1. Will there be significant difference between the post test results of the students who received peer review on their writing and peer checked themselves and the students who did not?
2. Will there be a significant difference between peer's grading and the teacher's grading?
3. What are the students' opinions on peer reviewing with regard to the questionnaire that will be administered at the end of the study?

## **1.6 Significance of the Study**

Based on the results of this study, English Foreign Language (EFL) teachers may adopt the approach put forth in this study, in improving the writing of lower primary students and introducing them to what will be expected from them in the future in writing lessons. The results of this study are also hoped to prove the need to incorporate peer review for writing skills into the syllabus of the lower primary section at Bilkent Primary School

## **1.7 Limitations of the Study**

This study was conducted in a 7 week course. The students received only 6 weeks of practice in peer review. It would have been preferred that the study had been carried out for a longer period of time. For, developing writing skills through peer review takes time and the students involved in the study had come across such a regulation for the first time and it takes time to get used to it.

The study included students from only two, grade 4 classes, 19 students in one class and 18 in the other. But due to the lack of attendance of some students during the study, the number of participants went down to 13 in one class and 12 in the other class that were taken into evaluation. The number limits generalizing the results for all Turkish primary students in the fourth grade.

Moreover, the fact that the teacher researching this study administered the questionnaire to her own students, might have influenced the students' responses to some extent.

## **1. 8 Definitions of the Terms**

**1.8.1. Feedback:** Refers to the input from a reader to a writer with the aim of giving information to the writer for revision. It can provide information on illogical organization, incomplete development of ideas, erroneous or inappropriate use of word-choice and tense (Keh, 1990).

### **1.8.2. Peer Review:**

Peer review is the process of having your peers systematically assess your learning outcomes and comparing your performance results to the objectives and measurement criteria established for the learning experience (Brock, 2005).

**1.8.3. Grading:** Refers to assigning a mark indicating a degree of accomplishment in an area.

**1.8.4 Students' attitudes:** Refers to the students' feelings or emotions towards a fact or state.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.0 Presentation

In this chapter, first, writing skills and the process approach and stages in the process approach will be presented. Next, responding to student writing, peer review and review of research on peer review will be taken into hand.

#### 2.1 Writing Skills and the Process Approach

Learning to write, according to Anne Ruggles Gere (as cited in White, 1994, p. 116) means “learning to use the language of a given community.” Like speaking, writing is a means of communicating in a language, conveying messages and meaning. It “is in fact a technologically displaced form of conversation” (Bruffee, 1995, p. 91.) It is the goal of writing classes to "build students communicative potential" (Hedge, 1992, p. 8, as cited in Jezykangielski, 2005). Modern approaches to language teaching methodology stress the importance of communication. Therefore the modern teacher must remember that there is no communication without writing, especially now-a-days when Internet sites have become more and more popular (Jezykangielski, 2005).

As writing is recognized as an important skill, newer developments in writing pedagogy are being found which enhance communication in the language classroom. One of these important developments was in the 1970’s. It was the new, *process-oriented approach* for the teaching of writing found by Donald Graves, as an alternative to the traditional approach to writing. This new approach focuses on the *process of writing*. Writing is seen as a process rather than a one time try. Writing is

not “simply a hit-or-miss affair, left up to chance. Successful writing requires hard, thoughtful effort”(Kolin, 1994, p. 27).The process includes stages like brainstorming, pre-writing, revising, evaluating and editing. Students are expected to write, review and edit as much as possible to reach the final writing for, writing is a fluid process; it happens over a period of time and goes through many changes (Kolin, 1994). “Many important interactions are promoted in process writing. Students work on their own, but also share their writing with other students or the teacher” (Tinzmann et al., 1990). This writing process is more of a communicative activity which offers students help during the process. Besides, this writing process enables students to re-read and re-check any writing they have done before handing it to the teacher. For as studies show and as teachers experience in schools quite often, students do not eventually go through their writing before handing it to the teacher. When multiple writing does not take place, markings and corrections are done directly by the teacher before he or she distributes the papers back to the students for them to keep or throw away.

Studies and experience show that a majority of the students do not even look over these markings and corrections. The most important thing for them is the grade they receive at the end. Since the grade is the only thing that matters and since revision is rarely required from the student or rewarded, the teacher’s comments are ignored. The thing gained from such an exercise then, is nothing. When students forgo such a writing process however, they are forced in a way to look over their paper. Even the most unwilling student is able to catch a few mistakes he or she has done and is able to correct those (White, 1994). That, is the aim of process approach in writing.

### **2.1.1 The Brainstorming Stage in the Process Approach**

In this stage, the main keywords are ideas, thoughts. The students are left to think in silence, about the assigned topic in the time allocated. While thinking, notes are

taken for later reference. Notes can be taken in different ways, through clustering, outlining, scribbling and et cetera.

### **2.1.2 The Pre-writing Stage in the Process Approach**

At this stage, students start to put down their thoughts and ideas down into sentences and paragraphs. The writing begins here. Students work individually. They are reminded that, they have only a few minutes (whatever time allocated) to finish writing about the assigned topic and they are asked to maintain silence. Notes are referred to from the brainstorming. The main goal is to get anything down on paper for, this is only the draft of the paper. It is the first version. (Rabkin, 1993).

### **2.1.3 The Revising Stage in the Process Approach**

At this point, the first draft of the writing has been completed and is ready to be reviewed and checked. Ideas are foreseen once more and taken into hand. It is a stage of re-seeing, re-thinking and re-considering the written paper (Kolin, 1994). Ideas or points in the paper are either changed, left the same, deleted or added. Certain mechanical errors such as spelling and punctuation along with sentence structure and grammar errors are checked.

### **2.1.4 The Evaluating Stage in the Process Approach**

A piece of writing is evaluated during the revision stage and also once more after the final writing, by the teacher. Evaluation has at least two necessary and related components in the written evaluation of student writing; these are called commentary and grades.

Commentary, one of the forms of judgment, is more thoughtfully produced and more eagerly received because it carries its own justification which usually addresses what the work is, as well as what it might become. Written evaluations illuminate the basis for the teacher's grades, as well as provide reflection on the students' work (Podis & Podis, 1999). It provides feedback on ways of improving the writing. Most commentary of writing deals with at least one of five areas: mechanics, diction, evidence, logic and organization. The first one, mechanics, is viewed as independent of the context of the audience and purpose of the writing. The other four areas elicit commentary that is dependent on the context defined by the purpose and audience (Rabkin, 1993).

Written evaluations are done with the use of feedback forms (see Appendices A & B). Feedback forms are simply a list of characteristics that is the key to success on the assignment. Feedback forms have some benefits; these are, it prompts students' familiarity with characteristics of writing that are important and makes explicit the evaluation criteria (University of Hawaii, 2004). With the use of feedback forms most students come across the evaluation criteria for writing for the first time. Usually teachers do not share it with the students. Therefore, feedback forms, arise students' awareness in this area which is quite beneficial for improvement in their writing. There are a variety of feedback forms. Two of these are, the criteria grid and an open-ended question format. Criteria grids are devised to help recognize and construct assertion-plus-evidence arguments which are well organized, error free, effective and convincing. They can be simply formed in a three column format with one column showing the criteria or in other words the area looked at in the writing, such as sentence structure, grammar, mechanics and organization. Then, another column is left for the comments for each of the areas looked at. Finally, a column is left for the grade for each part looked at in the writing. This column can be either filled through putting a grade or point, based on the writing criteria (see Appendices A & B) or, it can be filled through putting a tick under the options weak, satisfactory or strong, or excellent, fair or poor. Table 1 shows a sample of a criteria grid (University of Manoa, 2004).

**Table 1. Sample of a Criteria Grid**

<b>Weak</b>	<b>Satisf.</b>	<b>Strong</b>	<b>CRITERIA</b>	<b>READER'S COMMENTS</b>
		✓	Assertion: Clarity, importance	-
✓			Evidence: relevance, strength, credibility	-
	✓		Organization: arrangement of ideas, guiding the reader	-
✓			Mechanics: spelling, grammar, punctuation	-
	✓		Overall effectiveness	-

Feedback forms can be made in all different styles and ways according to the age level of the students, the assigned task and of the standards that are reasonably applied in the context of the course (Rabkin, 1993). The second format of a feedback form is in the format of open-ended questions. Open-ended questions are preferably formed not in the form that they evoke a simple “yes/no” response but that require a more elaborated response, for example “Is the essay well-organized and clear? Explain the factors that you think contributed to its success or problems?” The amount of space left for the students to write their responses to these type of questions indicates how much commentary is expected from them. The questions can be either listed one after the other on the feedback form or can be grouped under the headings of the criteria (University of Hawaii, 2004).

Needless to say, there are a few drawbacks of written evaluations. The first one that comes to mind is, it is too much time consuming. Especially with older students, as

the demands of a written evaluation get bigger and bigger, the time spent to evaluate one piece writing gets longer and longer. The other disadvantage is linked to the former, the attitude and willingness of the students is not as great to receiving a short and simple, easy to follow evaluation form (Podis & Podis, 1999).

Grades are the second form of evaluation. Because grades are used for summary judgments that are passed beyond the classroom bounds and because grades do not give any explanation, they are often counted as less helpful than judgmental. Grades do not tell the student what the work is, as well as what it might become, as the commentary does. It does not give specific feedback about the writing or point to what needs improvement. Furthermore, students harbor fear about receiving grades (Podis & Podis, 1999). Grades are initially what counts in a student's life, so it creates anxiety, stress and fear. Grades hence shape the attitude of a student's to a lesson or subject.

### **2.1.5 The Editing Stage in the Process Approach**

“Editing means getting the final copy ready for your audience” (Kolin, 1994, p. 38). It is the last stage of the writing process and is the time for ‘quality control.’ To edit, one checks the work for style, grammar, punctuation and proofreads the work. The markings done before are looked at, the feedback form is taken into consideration and any additional changes or corrections are made. After all of the editing checks are made, the final copy is ready to be written or typed. The writing process is then effectively completed and the chances of success are increased (Kolin, 1994).

“Learning to edit is the easiest way to learn to self-edit; self editing is a key to revision; intelligent revision is a crucial tool for effective writing” (Rabkin, 1993, p. 65).

## **2.2 Responding to Student Writing**

If we agree on the profound value of writing and its uses, responding to writing gets extraordinarily complex which calls for some special thoughtfulness of the teacher. Time pressure and force of tradition hinder teachers from thinking about the purposes and effects of responding to student papers. A majority of the teachers basically, read a paper through, mark mechanical errors as they go, write comments in the margins with a red pen and conclude it with a grade and a comment to justify the grade. No other options are ever considered. This kind of procedure can give sensitive and supportive help to students but it does not make sense to respond to every paper in the same way for both the teacher and student. Such an act gives all the responsibility of the revising of the paper to the teacher. Students eventually turn their paper into a paper that is not their own. When students revise a draft in the light of the teacher's comments, they are deprived from the authority all writers need. Moreover, they lose the skill of analytical thinking and will only change or fix the things mentioned by the teacher. Studies show that, students then do not touch other parts of their writing that the teacher did not comment on and leave them the same (White, 1994). Later, when the teacher comments on those untouched parts, students are outraged: "You saw nothing wrong with it before!" (White, 1994, p. 111). Teachers eventually program students to focus on and fix the markings done in red ink and not to re-look and evaluate the paper as a whole. In other cases, which are worse, after the marking of papers, teachers hand the papers to the students without asking for any more revised version. Students then, do not even tend to look over their paper but just put it away or throw it away.

As White (1994, p. 103) states, "The educational purpose of responding to and evaluating student writing ought to be the same as the purpose of the writing class: to improve student writing." But in responding to student writing, the student needs to see what works and what does not work in the draft. Writers improve when they can incorporate evaluation; when they can see themselves what needs to be changed and how to change them. To establish this, other options must be preferred in writing

classes that enable the students to take a more active role in the classroom and writing process. *Peer review* is an option that is now part of many writing classes.

### **2.3 Peer Review**

A peer review is a formal review of a document written by a colleague, fellow scholar, or expert. Peer reviews describe the strengths and weaknesses of a document... Peer reviewers advise writers how to improve their document (Barton, 2004).

The main aim of incorporating peer review in the writing process must first be to include the students as much as possible in the learning process and to give them an active role from what usually is. The aim of responding to a peer's writing should "be a demonstration of one's own cleverness in discovering someone else's writing errors" (Rabkin, 1993, p. 61). Furthermore, students should see and experience what works well and what does not work in a peer's writing so that they may learn from the sample of that writing (Rabkin, 1993). Many teachers now a days are making use of peer review in writing due to many beneficial reasons. These benefits of peer review can be listed as follows:

1. It makes students take an active role in the classroom and prompts active learning.
2. It provides a wider audience for the student-writers which can be less intimidating than writing for the English teacher.
3. Offers students the opportunity to receive feedback on the strengths and weaknesses of their writing.
4. Teaches students to critically analyze their own writing and the writing of their peer's.
5. Motivates multiple drafts and revisions.

6. Familiarizes students with the criteria, format, style and expectations of writing.
7. Builds classroom communication.
8. Makes classroom writing more engaging and enjoyable.
9. Reduces the teacher's feedback workload. (University of Hawaii, 2004; White, 1994; Lannon, 1995; Schell, 2005)

In short, as the use of peer review creates a more enjoyable and active learning process which builds communication in the classroom, it introduces and presents the students with the criteria and format of the writing and teaches them to critically analyze and evaluate a writing. Peer review increases the amount of feedback students receive on their writing (Colorado State University, 2005). Students learn quite a deal cognitively and emotionally from this process. They learn to share their writing with others, help others with their work and learn to get along with others. These are what students gain emotionally. Besides these, students are able to receive feedback from their friends on their writing, critically analyze their writing and the writing of a friend's, and see and compare a sample writing to their writing which will assist them and be of help. As it is said, teaching something is usually the best way to learn. Giving students the chance to be teachers, by giving them the responsibility and duty to review and evaluate a writing during the revision stage, gives them the opportunity to research, experience and learn.

### **2.3.1 Facilitating Peer Review Sessions**

The first thing to do before starting the peer review sessions with students unfamiliar to such a process before, is to introduce to them what peer review is and what they will be doing in the proceeding writing lessons of their English class. The aim and importance of peer review should be followed by the presenting of the error correction code (see Appendix C), the writing criteria and feedback form to the students, which are the essential elements of the peer review writing sessions. Then

students should be shown how to revise a writing using the error correction and how to evaluate it using the writing criteria and feedback form. Once these are introduced, a work shop can be held and peer review sessions can begin.

### **2.3.1.1 Revising Through the Error Correction Code**

A copy of an error correction code, prepared according to the students' level and needs, is distributed to the students to study and refer to later, along with a sample student writings (see Appendix D). Through the use of transparencies, the teacher and students go over the error correction code and learn what each symbol is used for. Next, the sample student writing is read together and marked using the error correction codes.

### **2.3.1.2 Evaluating Through Feedback Forms**

In this stage, students are given a copy of the writing criteria used for the evaluation of a writing and are given a copy of the feedback form where the evaluation is done. After students read over the writing criteria and discuss it, the feedback form is filled referring to the writing. Students evaluate the writing according to the criteria. They give a grade and write comments next to it, explaining the reasons for that grade. Assigning grades is a difficult task for students as it is for teachers as well. Therefore, students' accurate grading is highly expected. However, still giving such a task to students is of positive effect. Because grades are taken seriously, the assigning of grades leads the students to examine the criteria with care (Rabkin, 1993). In addition, "students approach their editing tasks with an extra measure of seriousness" (Rabkin, 1993, p. 13).

### **2.3.1.3 Setting up the Peer Review Sessions**

Before the writing process begins students need to be put into group or pairs. Groups or pairs can be formed by students' wish, random teacher selection, balance of boys or girls or age groups or any other way. Maintaining the same groups each time allows students to get to know their classmates better, to be more confident with one another and to show more effort in the success of their peer or peers. Putting students in new groups each time however gives them exposure to many reader perspectives during the writing sessions.

After groups or pairs are set, students are given the writing task to complete in the given time during class. Students maintain the silence. Then, students swap their papers and mark using the error correction code. Next, the writing is read once more and evaluated through a grade and commentary. Students then come together and give each other feedback, explaining the comments on the feedback form and the grade given. Areas of improvement are suggested. Students however, look over the comments and markings done on their paper for a few more minutes, decide for themselves what needs to be changed, deleted or added and then edit the draft for a final writing (University of Hawaii, 2004).

### **2.3.2 The Drawbacks of Peer Review**

Besides the advantages of peer review stated earlier, there are a few drawbacks regarding peer review. The criticism made quite often by teachers, students and researchers is, students are not equipped with the knowledge needed to assist a peer in his or her writing, as a teacher is. Therefore, such a regulation is useless, time consuming and misleading. This raises the question "Isn't it a blind leading the blind?" (Bruffee, 1984, p. 93). A second drawback is that peer review may be very threatening to students from some cultures. For some cultures may not allow verbal criticism because of 'the need of face.' Comments given will not be of truth therefore

(White, 1994). Other students do not feel comfortable sharing their writing with a peer (Rabkin, 1993) and are very defensive (Nelson & Murphy, 1993). Some do not feel comfortable grading their friend's writing (Rabkin, 1993). No one wants to hurt his or her friend by giving a low grade whether the paper deserves it or not. Friendships can be at risk.

Drawbacks of peer review occur when students do not really understand the true aim of it and continue to see the teacher as the only feedback giver who is the only important person in their perspective and therefore don't make use of the peer review sessions but focus on handing the paper to the teacher. Another problem is, not all students are successful working productively together, especially at certain ages when students have problems getting along with one another.

### **2.3.3 Review of Research in Peer Review**

Many research have been conducted in peer review. In a qualitative research study, Mendonça and Johnson (1994) found that peer review helped the 12 ESL students to build audience awareness. The students' first and second drafts showed that they made use of what had been discussed during the peer review sessions, that they also kept certain discussed issues the same and changed a part of their texts without input from their peers. All of the twelve students however reported that they benefited from the peer review sessions.

Nelson and Murphy (1993) also conducted a study where they were researching if students incorporated their peer's suggestions that they received during the sessions while revising their drafts. Four intermediate ESL students taking a writing course at a large metropolitan university took part in the study. According to the results of the study, the students sometimes made use of the suggestions their peers gave them. It was seen that, students incorporated their peer's suggestions when they interacted with their peers in a cooperative manner. But, they rarely made use of their peers'

comments when they interacted in a defensive manner or did not interact at all. Therefore interactions among the peers are quite important.

Pierson (as cited in Mistik, 1994) in 1967, did a study comparing the effects of teacher feedback with peer feedback. The subjects of the research were 153 suburban ninth-grade students. The subjects in the experimental group were trained to peer review on another's paper while the control group subjects received feedback from the teacher. The pre and post-tests showed that there was no significant difference among the two. Furthermore, no significant difference was seen between the peer and the teacher methods of correcting writing.

Similarly to Pierson but more broader, Zhang (1995) conducted a study on eighty-one academically oriented ESL learners' feedback preferences. The responses given to the questionnaire were analyzed and it was found that ESL students strongly preferred teacher feedback over peer feedback and self-feedback, but favored peer feedback over self-feedback.

A study in a secondary school was done in Hong Kong to see how peer review was viewed by ESL students. Sengupta (1998) carried out the study with twelve students. According to the results, the self and peer evaluations done for the same writing were no different from one another. None of the students took her peer's suggestions unless she had the same feedback in her self-evaluation. Moreover, all of the students thought peer review did not help them at all in building awareness of themselves as real readers and they thought that it was the teacher's job to give feedback. For, the teacher was the only one with the perfect grammar and was the one to assign the grades.

Studies concerning the students' attitudes towards peer review were conducted. The study conducted by Mangelsdorf (as cited in Levine, 2002) in 1992, on ESL students' attitudes towards peer review showed that sixty-nine percent had positive reactions.

Although there are many studies done in this area of research, there is a continuing debate on incorporating peer review in writing lessons. Results to such studies may change due to many reasons such as nationality, age level, student needs, experience, background knowledge, teachings and the research itself. Therefore, this study will try to investigate the effectiveness of peer review in the fourth grade writing classes at Bilkent Primary School and the attitudes of the students to peer review in order to incorporate peer review in the fourth grade curriculum to enhance the students' writing skills. In chapter three, the methodological approach to this study will be presented.

## CHAPTER III

### METHOD

#### 3.0 Presentation

This chapter presents the overall design of the study, the research questions, the participants, the training sessions, the data collection instruments and collection procedures.

#### 3.1 Overall Design of the Study

The purpose of this study was to determine whether students who received peer review on their writing and who peer reviewed themselves would have better writing performance than those who did not. This study, was a quasi-experimental research. That is, it is a research “which one observes the relationship between two variables by deliberately producing a change in the other” (Anderson 1969, as cited in Brown & Rodgers, 2002, p. 211). A true experimental study requires three characteristics:

- a. students are randomly selected and assigned to two groups;
- b. two experimental conditions or treatments ... are provided; and
- c. for both groups, a pre-test and post-test are given, each involving some kind of academic writing” (Brown & Rodgers, 2002, p. 211).

This study fulfilled the second and third characteristics. However, as it sometimes is the case with second language researchers, it was not possible to obtain a randomly selected group of participants. The researcher had to include the students of the classes assigned to her at Bilkent Primary School, in the research. This meant, existing intact groups had to be used in the research (Brown, 2002). Therefore the study is a quasi-experimental research.

The data was collected via quantitative and qualitative data collection instruments. The quantitative data was obtained from a pre-test and a post-test and analysis of the writings (see Appendices E-I) done during the weeks of training. The qualitative data was obtained from an attitude questionnaire (see Appendices J & K) distributed at the end of the study.

Two fourth grade classes out of three in Bilkent Primary School participated in the study. The study was carried out in a seven week period in the second semester of the 2004 - 2005 school year. Before the study began, the writing section grades of the first semester final exam of the three fourth grade classes were taken into consideration. These scores were regarded as the pre-test scores, to be used later at the end of the study to compare with the post-test scores, and to be used at the beginning of the study to specify the two classes that would take part in the research. The class means were calculated and the two fourth grade classes (4A and 4B) having the same average (4 out of a 5 measure scale) were chosen as the participants of the study. One class (Class 4A) was chosen randomly to be the experimental group and the other (Class 4B) was chosen to be the control group.

The pre-test scores along with the post-test scores of these two classes were used to compare the two groups' writing performance at the end of the study. The writing scores of the two classes during the training were also compared. The results were used to answer the first research question, whether an approach to writing which integrated peer review into the instruction resulted in a better writing performance. To see whether the primary students' grading were close to the grading of the teacher's, which was the second research question, two things were done. First, the students' grading of their peer's writing in the experimental group, was compared to the grading of the teacher for the same paper. Secondly, in the last week of the study the experimental group was given two example writings done by two students in the control group to check and grade (see Appendices L & M). The writings were of a weak student and a successful student. First, the weak student's paper (see Appendix L) was given to check and grade along with the writing criteria and feedback form.

Next, the successful student's writing (see Appendix M) was given to check and grade on the second box of the same feedback form (see Appendix N). The students' grading of the writings of the two students with different English levels were compared with one another and with the grading of the teachers to those two students' papers. During the last week, also an attitude questionnaire was administered to the experimental group to find out the answers to the third research question which investigated lower primary students' attitudes towards peer review. Before the students began answering the questionnaire the teacher/researcher went over the questions to abolish anything unclear and give any clarifications needed. Then students were given as much time needed to answer in silence.

### **3.2 Research Questions**

The research questions in this study were:

1. Will there be significant difference between the post test results of the students who received peer review on their writing and peer checked themselves and the students who did not?
2. Will there be a significant difference between peer's grading and the teacher's grading?
3. What are the students' opinions on peer checking with regard to the questionnaire that will be administered at the end of the study?

### **3.3 Participants**

Two out of three fourth grade classes, with 19 students in one (4A) and 18 students in the other (4B), at Bilkent Primary School were chosen for the study. The age range of the subjects was 9-10. They were all Turkish citizens who have been learning English for 4-5 years. There were a total of 37 students taking part, at the beginning of the study. Both classes' teacher was the same, who was also conducting the research. The two classes were chosen according to the class means of the writing

sections in the first semester final exam. Equivalency of the classes was needed in order to obtain reliable results. 4A and 4B, having very close averages were decided to be the study groups. The means of the writing scores of the two classes are given in Table 2.

**Table 2. Means of the writing scores of the two classes before the study(out of 100):**

	<b>4A (experimental group)</b>	<b>4B (control group)</b>
<b>FINAL</b>	68,28	70,07

The mean scores of the two groups as can be seen were very close to one another. This meant the two groups had similar proficiency levels in writing. The writing section grades of the first semester final exam of the two classes as stated earlier were used as the pre-test. The classes themselves were of mixed ability. As there were weak students with low level of English, there were also high achievers with a high level of English. But with having both weak and successful students in each class, the balance was obtained among the two classes in the study. The 4A class was chosen randomly to be the experimental group to receive the experimental treatment of peer review in writing. There were 19 students in 4A. The 4B class, the control group consisted of 18 students. None of the students in both classes had any experience with peer review and feedback before.

The experimental group was trained in checking a piece of writing using an error correction code and evaluating it using the fourth grade writing criteria. Later on they practiced this in the following weeks by checking and grading a classmate's writing and having their own writing checked and graded by a classmate which they would re-write making any necessary corrections or additions (see Appendices O-P). They received help from one another through peer checking but they were not given the answers. The peer's duty was to only show the mistakes and suggest ways to

improve the writing. As they had a peer, review their writing ,evaluate it and give feedback on ways to improve it, they also did the same for another class peer's.

As for the students in the control group, 4B students, they too were trained in checking a piece of writing using an error correction code and evaluating it using the fourth grade writing criteria. However, they did not receive any help from a friend but had to do their own checking and evaluation. Although they received no help from a friend, just being trained on checking a writing using their error correction code and grading it, was believed to be of help to the students from what they are normally used to. For before the study, the students had no obligation to write a second draft to any writing done, henceforth they did no prior checking and evaluation. Moreover, students were not informed of the writing criteria used by the teachers to grade their papers.

As mentioned, at the beginning of the study, 37 students were taking part in the research. However, due to lack of attendance of some students in both classes, the number went down to 25. Only 13 students' results in 4A and 12 students' results in 4B were taken into consideration at the end of the study. The results of the other students were disregarded.

### **3. 4 Data Collection Procedures:**

The study on the effectiveness of peer review with young learners and their attitude towards peer review, was conducted in a seven week span. The aim of the treatment was to introduce and familiarize peer review to lower primary students for their awareness in checking, evaluating and grading a paper, for encouraging peer-help, improving their writing and future use. The treatment was based on the information obtained from University of Hawaii Manoa Writing Program (2004).

The treatment lasted for seven weeks. Two class hours (80') was devoted for this peer review every week on Thursdays. In the first week of the research both groups were informed by their teacher about what they would be doing over the next seven weeks in English class on Thursdays. Each group was told about the importance of checking a writing, knowing the writing criteria and evaluating it according to the writing criteria. Students were told they would be doing multiple draft writing in the near future and therefore starting then would help them to improve their current writing and future writing. It was also taken to students' attention that by being informed about the writing criteria, they would not further need to ask the teacher how they receive points on the writing section of their exams.

After introducing the lesson and giving any necessary explanations, the teacher distributed example student writings from previous years (see Appendix E) along with the error correction code (see Appendix A). The teacher also projected the two on the over-head projector to enable students to follow more easily. The errors in the example student writings were the errors made by a combination of students from previous years. As for the error correction code, it was used for vocabulary, grammar and mechanics errors and it was a simplified version of the error correction code used in the upper primary English writing lessons. It was taken into consideration not to include so many items as students were not familiar with such codes in writing and would be difficult to use. At first there were only 6 error correction codes. The last two codes, 'wrong word and wrong place' were added with the request of the students in the experimental group in the first lesson on the basis that it was needed, while they were checking the example student writings. The new additions made was of help in the coming lessons and in the first lesson of the control group since their lesson was right after the experimental groups.

In the first lesson, the teacher first went over the codes and explained them. Then, students read out loud the sentences of the paragraphs in turns and decided whether there was a mistake or not in each sentence and if there was, what kind of error it was. The students made necessary markings on the paper and transparency in turns

and jotted down the symbols of the error correction codes were needed. Students were trained on how to check a piece of writing using an error correction code. Students were told once more not to correct the paper for their friend but to just check it and make some notes. At this point, the teacher and the students came up with a motto for the lesson, “Check, don’t correct!” This motto helped increase the students interest in the lesson as well as named the writing lessons “Check, don’t correct time.”

In the second lesson of the first week, the teacher handed out the simplified version and the Turkish translation of the fourth grade writing criteria along with the feedback form (see Appendices C and D). The Turkish translation of the criteria was provided as the age level of the students was very small. First, the teacher went over the writing criteria as students read them out loud in turns. Then, having read and checked the example student writings, students began discussing and evaluating it on their feedback forms while the teacher did the same on the transparency. In the experimental group’s lesson however another point came into issue: students needed to know where the error correction codes fit in the criteria. They were focusing more on the error correction symbols that they did not know how to deduce it from the criteria. Therefore, the teacher grouped the codes under the criteria sections. Table 3 shows how the codes were grouped under the criteria.

**Table 3. The Groupings of the Error Correction Codes in the Criteria**

<b>Vocabulary &amp; Spelling (VS)</b>	<b>Sentence (S)</b>	<b>Grammar (G)</b>	<b>Content &amp; Organization (CO)</b>
S.P.	P.C.	?	Content/içerik
W.W.	→	/	Order/düzen
		^	→
		G	

While the experimental group was informed that they were going to peer check one another's writing and evaluate it in the coming weeks, it was said to the control group that they would self-check their own writing.

In both groups the teacher did not interfere in the peer or self-checking. There was minimal difference between the groups as possible. Although the experimental group received some sort of help from their peer's, they were not to get the answers from them and they were to re-read their paper and decide for themselves on what to change and how to change it at the end, like the control group did. Students in 4A were told that after receiving their papers back from their peers, they should re-read it and to make the changes they think is right. For as it was emphasized, not always do their friends have to be right. Sometimes their peers could be misleading. The teacher only monitored the students to see if they were on the right track and assisted students were necessary, such as what type of error correction symbols they needed to put next to an error. Other than that, she gave her role as a teacher to the students. They were to check a piece of writing, decide what is incorrect, mark the mistakes as best as possible, and evaluate the writing according to the writing criteria and make any suggestions. Then, the students in the experimental group would get their papers back with their peer's feedback on them, go over each other's notes and suggestions and then make the necessary changes. The students in the control group would correct their own papers themselves without receiving feedback from their peers or their teacher.

During the following five weeks, writing a paragraph and checking, evaluating-grading and re-writing it was how the lesson proceeded. In the first half of the first lesson, students were to write a paragraph about the given topic (see Appendix F, G, H, I). The topics were chosen from the book and were focused before in class. The writing was pretty much guided, as a chart with information was supplied. In the second half of the first lesson, students in the experimental group exchanged papers and checked and evaluated their peer's writing using the criteria and feedback form in the experimental group. The peer checking groups were randomly chosen by the

teacher. However it was taken into notice that peer checking groups were different each time. So that, each student would have the opportunity of having different classmates check their writing, instead of getting stuck to the same weak student or successful student, which might influence the results of the study overall. After the checking and evaluating stage, in the first half of the second lesson, students sat together with their peers and gave feedback about their evaluation and made any clarifications or explanations needed. In the second half, students were to write a final writing, making corrections or additions or keep them the same.

The process was almost the same in the control group but just that they did everything themselves. They initially had extra silent time to re-read their papers, check and grade it and make any necessary corrections. Students in both groups were not allowed to take their papers home but to finish the final version in class and hand it to the teacher, in order to prevent students from getting help from outside and to prevent the losing of papers. The plan of the two lessons per week can be seen clearly in Table 4 and Table 5.

**Table 4. The Plan of the Lessons for the Experimental Group**

	<b>Lesson 1</b>	<b>Lesson 2</b>
<b>Week 1</b>	→ Student example writing is showed over the projector and is checked using the error correction codes (Appendix A).	→ The writing criteria and feedback form (Appendix D) is presented and used to evaluate the writing.
<b>Week 2</b>	→ Students complete the 1 <sup>st</sup> writing task (Appendix F). → Peer checking and evaluating a classmate's writing.	→ Giving feedback to classmate about the evaluation. → Re-reading paragraph and writing the final version.

**Table 4. (continued)**

<b>Week 3</b>	<p>→ Students complete the 2<sup>nd</sup> writing task (Appendix G).</p> <p>→ Peer checking and evaluating a classmate's writing.</p>	<p>→ Giving feedback to classmate about the evaluation.</p> <p>→ Re-reading paragraph and writing the final version.</p>
<b>Week 4</b>	<p>→ Students complete the 3<sup>rd</sup> writing task (Appendix H).</p> <p>→ Peer checking and evaluating a classmate's writing.</p>	<p>→ Giving feedback to classmate about the evaluation.</p> <p>→ Re-reading paragraph and writing the final version.</p>
<b>Week 5</b>	<p>→ Students complete the 4<sup>th</sup> writing task (Appendix I).</p> <p>→ Peer checking and evaluating a classmate's writing.</p>	<p>→ Giving feedback to classmate about the evaluation.</p> <p>→ Re-reading paragraph and writing the final version.</p>
<b>Week 6</b>	<p>→ Students complete the 5<sup>th</sup> and final writing task (Appendix J).</p> <p>→ Peer checking and evaluating a classmate's writing.</p>	<p>→ Giving feedback to classmate about the evaluation.</p> <p>→ Re-reading paragraph and writing the final version.</p>

**Table 5. The Plan of the Lessons for the Control Group**

	<b>Lesson 1</b>	<b>Lesson 2</b>
<b>Week 1</b>	<p>→ Student example writing is showed over the projector and is checked using the error correction codes (Appendix A).</p>	<p>→ The writing criteria and feedback form (Appendix D) is presented and used to evaluate the writing.</p>
<b>Week 2</b>	<p>→ Students complete the 1<sup>st</sup> writing task (Appendix F).</p> <p>→ Self checking and evaluating their own writing.</p>	<p>→ Looking over mistakes and evaluation notes..</p> <p>→ Re-reading paragraph and writing the final version.</p>
<b>Week 3</b>	<p>→ Students complete the 2<sup>nd</sup> writing task (Appendix G).</p> <p>→ Self checking and evaluating their own writing.</p>	<p>→ Looking over mistakes and evaluation notes..</p> <p>→ Re-reading paragraph and writing the final version.</p>
<b>Week 4</b>	<p>→ Students complete the 3<sup>rd</sup> writing task (Appendix H).</p> <p>→ Self checking and evaluating their own writing.</p>	<p>→ Looking over mistakes and evaluation notes.</p> <p>→ Re-reading paragraph and writing the final version.</p>
<b>Week 5</b>	<p>→ Students complete the 4<sup>th</sup> writing task (Appendix J).</p> <p>→ Self checking and evaluating their own writing..</p>	<p>→ Looking over mistakes and evaluation notes.</p> <p>→ Re-reading paragraph and writing the final version.</p>
<b>Week 6</b>	<p>→ Students complete the 5<sup>th</sup> and final writing task (Appendix J).</p> <p>→ Self checking and evaluating their own writing.</p>	<p>→ Looking over mistakes and evaluation notes.</p> <p>→ Re-reading paragraph and writing the final version.</p>

In the seventh week, the last week of the study, the students in the experimental group were given two sample writings from the control group to check and grade (see Appendices L & M ). The writings belonged to a weak student and a successful student in 4B. Students were first given the weak student's paper along with a sheet of two feedback forms (see Appendix N) on it. The names of the students were not given. They were simply called 'Student A' and 'Student B.' The students first checked the paper and then filled out the feedback form and gave it a grade. Next, the students were given Student B's paper to first check then grade on the second feedback form of the same paper. The aim of this was to see if the students could accurately grade a paper. The grades given to the weak student's paper were to be compared to the grades given to the successful student's paper and to see how accurate it was. It was also to be compared to the grading of the teachers, to see how close they were. This was conducted to answer the third research question of the study.

In another period of the last week, the students in the experimental group were given out an attitude questionnaire to learn about the effectiveness and feasibility of peer review and their attitudes towards it at the end of the study. The teacher first explained the instructions and then quickly went over the questions for understandability and any clarification. Then students were given time to answer in silence.

Several instruments were used to continue this study. These were the error correction code, the writing criteria and the feedback form.

### **3.4.1 Error Correction Code**

To be able to check a piece of writing and use the same language across the classroom an error correction code (see Appendix A) was used through out the study. The error correction code was adapted from the one used in the upper primary

section of Bilkent Primary School. It was a more simplified version of it. Students were to mark the language and mechanics errors on the paper they were checking using the error correction symbols. The error correction code became practical to use and established a communication among the students and with the teacher.

### **3.4.2 Writing Criteria**

The fourth grade writing criteria (see Appendices B, C and D) was provided for the students in a simpler version in English and their native language Turkish. It was aimed for students to become aware of the writing criteria and for them to know what they are graded on. Students were to refer to the writing criteria when evaluating a writing. The writing criteria consisted of four sections, vocabulary and spelling, sentence (included punctuation), grammar, and content and organization. Each was worth 4 points, totaling to 16 points maximum to receive in a piece of writing.

### **3.4.3 Feedback Form**

“A feedback form is simply that list converted into an easy-to use format designed for your students” (University of Hawaii, 2004). It guides students on giving feedback and makes explicit the evaluation criteria. The feedback form used by the students in this study was in the format of a criteria grid (see Appendices C and D) instead of an open-ended question format, just for the reason that it was more easy and practical to use and less time consuming. The criteria grid had three columns. On the left column was the list of the criteria, in the middle was a column left to put in the grade or points for that section and in the right column was space to write down the comments for each section. Students were free to fill in the comments section in short notes, in the language they preferred.

### **3.5 Data Collection Instruments**

The data for the study was collected via quantitative and qualitative data collection instruments. The pre-test and post-test results provided the quantitative data and the qualitative data was obtained from an attitude questionnaire distributed at the end of the study.

#### **3.5.1 Quantitative Data**

##### **3.5.1.1 The Pre-test and the Post-test**

At the beginning of the study, before the treatment, both of the groups' grades for the writing section in their first semester final exam was taken as the pre-test. The topic for the writing was taken from the fourth grade course book *World Club*. It was one of the topics dealt with in class and decided on among the three English teachers teaching fourth grade. Before the test was administered it was proofread and approved by the other two fourth grade English teachers and department head. Comments on the face and content validity of the test were made and some adjustments were taken. The post-test was prepared in accordance with the pre-test. The same regulations were followed.

#### **3.5.2 Qualitative Data**

##### **3.5.2.1 The Attitude Questionnaire**

To excess more information about the students' attitudes to peer review, an attitude questionnaire was administered at the end of the study. The attitude questionnaire was in the native language Turkish. The questionnaire was formed from three parts (see Appendices J or K). The first part was concerned with the students' feelings and thoughts about the things he or she did during the peer review sessions. The second part was concerned about the students' feelings and thoughts about the things his or

her peer did for his/her own writing during the peer review sessions. The first two parts were statements students were asked to respond to on a Likert scale of 1 to 5, 5 being “strongly agree,” 4 “agree,” 3 “neutral,” 2 “disagree” and 1 for “strongly disagree.” There were 10 statements in the first part and 7 in the second part. The last part was six open-ended questions. The aim of the third part was to get an overall feedback from the students with regard to the peer review. They were general questions asking students the things they liked or disliked in the study, the effects of it on their writing if there were any, the advantages and disadvantages of the study, the problems they came across and whether they would like to do such a study in the future.

Before the questionnaire was administered to the students, three teachers in the English department and the evaluation and assessment specialist proofread and gave their comments about the questionnaire. Some changes were made. With the approving of these experts the questionnaire was administered.

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.0 Presentation**

This chapter presents results obtained through analyses of both the quantitative and qualitative data. First results of the quantitative data, obtained from the pre-test and post-test and student and teacher grading of the writing tasks are presented. Following, will be the analysis of the qualitative data obtained from the attitude questionnaire administered at the end of the study.

#### **4.1 Analysis of the Quantitative Data**

The quantitative data, collected via the pre-test and post-tests of the experimental and control groups, are used to answer the first research question which aimed to find if there would be a significant difference between the post-test results of the students who received peer review on their writing and peer checked themselves and the students who have not. This section includes the comparison of the pre-test and post-test results of both the experimental and control groups.

To answer the second research question, whether there was any significant difference between peer's grading and the teacher's grading, this section also includes the comparison of the grades given to the writings, by the students and the teacher.

#### 4.1.1 Comparison of the Pre-test Scores

The pre-test scores of the experimental groups were statistically analyzed using SPSS 11.0 for Windows. A mean score of the pre-test results was calculated for both the experimental and control groups. The difference between these mean scores from both groups was compared by employing an independent samples t-test. The means of the pre-test scores for each group are presented in Table 6. The mean of the pre-test scores of the experimental group is 68,28 out of a 100. As for the mean of the pre-test scores of the control group is 70,07. When the mean scores of these two groups are compared through an independent samples t-test as shown in Table 6, the difference does not appear significant at a confidence level of .05.

**Table 6. Independent samples t-test results for the pre-test mean scores of the experimental and control groups**

	Mean	Standard Deviation	t	df	Sig.(2- tailed)
Experimental Group	68,28	24,84	-,192	23	,849
Control Group	70,07	21,42			

#### 4.1.2 Comparison of the Post-test Scores

The same procedure was followed for the post-test scores. For each group, a mean score of the post-test results was calculated. The difference between these mean scores of the experimental and control groups was compared by employing an independent samples t-test. The means of the post-test scores for each group are presented in Table 7. The mean of the post-test scores of the experimental group is

88,00 out of a 100. The mean of the post-test scores of the control group is 86,22. When the two means are compared through an independent samples t-test as shown in Table 7, there was not a statistically significant difference between the experimental and control groups' mean scores at a confidence level of .05.

**Table 7. Independent samples t-test results for the post-test mean scores of the experimental and control groups**

	Mean	Standard Deviation	t	df	Sig.(2- tailed)
Experimental Group	88,00	9,28			
			,384	23	,705
Control Group	86,22	13,70			

The comparison of the mean scores of the pre-test scores of the experimental and control groups showed that the two groups were not significantly different in terms of their writing proficiency before the study. The comparison of the post-test scores of the two groups obtained at the end of the study, after the training sessions took place, showed no significant difference either. Although the experimental group scored a little higher than the control group in the writing tasks through out the study, as can be seen when looked at the mean scores of both groups, there was no significant difference between the two groups' scores.

#### **4.1.3 Comparison of Gain Scores of the Groups**

Gain scores were calculated for both groups by subtracting students' pre-test scores from their post-test scores. T-test was run to find out if there was a significant difference between the gain scores of the students in the experimental and control groups. The results of the t-test are shown in Table 8.

**Table 8. Independent samples t-test for gain scores**

	Mean	Standard Deviation	t	df	Sig.(2- tailed)
Experimental Group	19,72	23,10	,488	23	,630
Control Group	16,15	10,89			

As seen in Table 8, the difference between the mean gain scores does not appear significant at a confidence level of .05. This means that the writing scores of the students in the experimental group did not show significant signs of improvement from the control group. In response to the first research question, the results indicated that the treatment sessions the experimental group received did not improve students' writing ability better than the control group students'.

#### **4.1.4 Comparison of Student-Teacher Grading**

The second research question explored if there was any significant difference between peer's grading and the teacher's grading. To answer this question two things were done. First, student and teacher grading for the writings done in the experimental group through out the study were compared by employing one-sample t-test. Tables 9-13 present the means of peer and teacher grading for the writings done in the experimental group during the course of the study. As shown in Table 9, the mean average of the students' first writing, graded by the students was 89,92 while the teacher's mean average for the same papers was 85,35.

**Table 9. One sample t-test for peer and teacher grading in 1<sup>st</sup> Writing**

	Mean	Standard Deviation	t	df	Sig.(2- tailed)
Peer	89,92	12,36	26,222	12	,000
Teacher	85,35	13,29	23,161	12	,000

In the second writing, students' mean average was found to be 90,88 and the teacher's mean average was 92,55 as seen in Table 10.

**Table 10. One sample t-test for peer and teacher grading in 2<sup>nd</sup> Writing**

	Mean	Standard Deviation	t	df	Sig.(2- tailed)
Peer	90,88	11,78	27,804	12	,000
Teacher	92,55	6,32	52,837	12	,000

In the third writing, students' mean average was calculated as 93,52 and the teacher's mean average was 91,85 as seen in Table 11.

**Table 11. One sample t-test for peer and teacher grading in 3<sup>rd</sup> Writing**

	Mean	Standard Deviation	t	df	Sig.(2- tailed)
Peer	93,52	9,58	35,179	12	,000
Teacher	91,85	4,70	70,417	12	,000

As shown in Table 12, the students' mean average for the fourth writing was 89,92 while the teacher's mean average was 87,99.

**Table 12. One sample t-test for peer and teacher grading in 4<sup>th</sup> Writing**

	Mean	Standard Deviation	t	df	Sig.(2-tailed)
Peer	89,92	10,13	32,01	12	,000
Teacher	87,99	6,98	45,48	12	,000

In the fifth writing 95,68 was the students' mean average and 85,82 was the mean average of the teacher. Results can be seen in Table 13.

**Table 13. One sample t-test for peer and teacher grading of the Final Writing**

	Mean	Standard Deviation	t	df	Sig.(2-tailed)
Peer	95,68	7,82	44,139	12	,000
Teacher	85,82	9,61	32,209	12	,000

When the means were compared through one-sample t-test as shown in Tables 9-13, there were statistically significant differences between the grading of the peers and the grading of the teachers at the confidence level of .05 for all five writings. In other words, the students in the experimental group graded the writings differently from the teacher.

The second method taken to see whether there was any significant difference between peer's grading and the teacher's grading was, two writings from the control group, one of a weak student's and one of a successful student's, was given to the students in the experimental group to check and grade during the last week of the study. The mean score given to the paper by the students was compared to the score given by the teacher. Table 14 shows the scores given to the paper of the weak student's in the control group by the students in the experimental group and by the teacher. The mean score given by the students to the paper was 55,7 out of a 100, while the score given by the teacher was 59,4. The grades were very close to one another.

**Table 14. The Grading of the Weak Student's Paper from the Control Group**

<i>THE GRADING OF THE WEAK STUDENT'S PAPER</i>						
<i>STUDENTS</i>	<u>Voc.&amp;Sp.</u>	<u>Sentence</u>	<u>Grammar</u>	<u>Con.&amp;Org.</u>	<u>TOTAL</u>	
					<i>/16</i>	<i>/100</i>
<b>A.G.</b>	3	3	3	3	12	75
<b>A.T.</b>	4	4	0	4	12	75
<b>B.U.</b>	1	4	0	3	8	50
<b>B.Y.</b>	3	4	0	2	9	56.3
<b>D.Ç.</b>	2	1	1	2	6	37.5
<b>D.G.</b>	2	3	0	3	8	50
<b>E.Y.</b>	—	—	—	—	—	—
<b>F.S.</b>	—	—	—	—	—	—
<b>I.T.</b>	2	1	1	2	6	37.5
<b>M.A.M.</b>	2	3	4	4	13	81.3
<b>M.Ç.</b>	2	1	1	2	6	37.5
<b>Z.A.</b>	2	2	1	2	7	43.8
<b>Z.K.</b>	1	3	3	4	11	68.8
Mean					8.91	55.7
<b>TEACHER</b>	<i>4</i>	<i>1.5</i>	<i>1</i>	<i>3</i>	<i>9.5</i>	<i>59.4</i>

Table 15 shows the scores given to the paper of the successful student's paper by the students in the experimental group and by the teacher. The mean score given by the students to the paper was 93,8 out of a 100, while the score given by the teacher was also 93,8. The grade given to the paper of the successful student both by the students and the teacher was exactly the same.

**Table 15 . The Grading of the Successful Student's Paper from the Control Group**

<i>THE GRADING OF THE HIGH ACHIEVING STUDENT'S PAPER</i>						
<b>STUDENTS</b>	<b><u>Voc.&amp;Sp.</u></b>	<b><u>Sentence</u></b>	<b><u>Grammar</u></b>	<b><u>Con.&amp;Org.</u></b>	<b><u>TOTAL</u></b>	
					<b><u>/16</u></b>	<b><u>/100</u></b>
<b>A.G.</b>	4	4	4	4	16	100
<b>A.T.</b>	4	4	2	4	14	97.5
<b>B.U.</b>	4	4	3	4	15	93.8
<b>B.Y.</b>	4	4	0	4	12	75
<b>D.Ç.</b>	4	4	4	4	16	100
<b>D.G.</b>	4	4	4	4	16	100
<b>E.Y.</b>	—	—	—	—	—	—
<b>F.S.</b>	—	—	—	—	—	—
<b>I.T.</b>	4	4	4	4	16	100
<b>M.A.M.</b>	4	4	4	4	16	100
<b>M.Ç.</b>	4	4	4	4	16	100
<b>Z.A.</b>	4	4	3	3	14	87.5
<b>Z.K.</b>	3	4	3	4	14	87.5
Mean					15	93.8
<b><i>TEACHER</i></b>	<i>4</i>	<i>4</i>	<i>3</i>	<i>4</i>	<i>15</i>	<i>93.8</i>

In contrast to the results of the one-sample t-tests done to compare grades given to the five writings during the study by the students and the teacher, the results obtained from the second source in response to the second research question, indicated that the grading of the students and the teacher were close to one another and did not show any significant difference among the two. The reason for this may come from the possibility that the grade of the two papers belonging to the weak and successful student, was pretty much obvious. Almost full points were given to the good paper or only a few points were deducted from it which did not make so much difference. As for the poor paper, it was graded harshly by the students, few points were given for the areas looked at in the criteria. It is also easier to grade such papers when they are the opposites, that is, when one is very good and the other very bad. While students were grading these papers they orally expressed their appreciation of the good paper and their criticism for the poor paper. This shows why the results appeared differently to those obtained from the writings done throughout the study which may be more of a reliable source.

#### **4.2 Analysis of the Qualitative Data**

The qualitative data came from the questionnaire distributed to the students in the experimental group at the end of the study. Analysis of this data will be presented in relation to the third research question. The third research question aimed to find out the students' attitudes to and reflections on peer review.

The questionnaire consisted of three parts. In the first and second part of the questionnaire certain statements were given in which students were asked to give their opinion on a Likert scale of 1 to 5; 5 being "strongly agree," 4 "agree," 3 "neutral," 2 "disagree" and 1 "for "strongly disagree." Part 1 had to do with the evaluation done by the student, where as the second part had to do with the evaluation of the peer's. Part 1 consisted of 10 statements and Part 2 consisted of 7

statements. The answers given by the students varied in all of the items; all columns (on a scale of 1 to 5) were marked at one point.

Responses to the attitude questionnaire were analyzed in two different ways. First, analysis of the attitude questionnaire was done through calculating the mean score for each item of the questionnaire along with the frequencies of each response. Table 16 presents the frequency and mean scores of the responses of the students in the experimental group to the attitude questionnaire.

**Table 16. Frequency and Mean Scores of the Responses of Students to the Attitude Questionnaire**

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

***PART 1: MYSELF***

		1	2	3	4	5	Mean
1	I enjoyed checking my peer's paragraph.	3	1	1	3	7	3.67
2	I enjoyed grading my peer's paragraph.	3	1	-	2	9	3.87
3	I noticed my own mistakes while checking my peer's paragraph.	2	-	5	5	3	3.47
4	I was able to fix the mistakes I noticed in my own paragraph.	-	4	5	2	5	3.73
5	Using the 'Error Correction Code' improved my writing skills.	4	-	3	5	3	3.2
6	Using the 'Writing Criteria' improved my writing skills.	2	2	3	4	4	3.4
7	I did not have difficulty when using the 'Error Correction Code.'	4	-	4	3	4	3.2
8	I did not have difficulty when using the 'Writing Criteria.'	1	-	3	3	8	4.13
9	Using the 'Error Correction Code,' I corrected my peer's paragraph correctly.	1	1	2	6	5	3.87
10	Using the 'Writing Criteria,' I evaluated my peer's paragraph correctly.	1	2	4	3	5	3.6

**Table 16. (continued)*****PART 2: MY PEER***

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>
1	I enjoyed my paragraph getting checked by my peer.	7	1	1	-	6	2.8
2	I enjoyed my paragraph being graded.	6	-	3	3	3	2.8
3	Getting my paragraph checked by a peer was of a positive effect on my writing skills.	4	2	7	1	1	2.53
4	The advice I received from my peer (via feedback form) improved my writing skills.	5	1	3	1	5	3.0
5	While writing the final version of my paper, I followed my peer's advice.	2	-	6	2	5	3.53
6	My peer correctly checked my paragraph using the 'Error Correction Code.'	2	1	7	3	2	3.13
7	My peer correctly evaluated my paragraph using the 'Writing Criteria.'	4	1	4	2	4	3.07

The average of means for the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> questions in the first part and 5<sup>th</sup> question in the second part of the questionnaire was close to the value of four, being "agree," ranging from 3,53 to 4,13. Students agreed that; they enjoyed checking and grading their peer's writing, they were able to fix their own mistakes that they realized while checking their peer's paper, they didn't have difficulty using the 'Writing Criteria,' they checked and graded their peer's paper accurately using the 'Error Correction Code and Writing Criteria' and that they took their peer's advice(s) when writing the final version of their paragraph.

The average means for the rest of the items, questions 3, 5, 6, 7, in the first part and questions 1, 2, 3, 4, 6 and 7 in the second part of the questionnaire was in the range of the value three, being "neutral," ranging from 2,53 to the highest 3,47. Students were neutral in regard to being aware of own mistakes while checking a peer's paragraph, The 'Error Correction Code and Writing Criteria' improving their writing

skills and not having difficulty using the ‘Error Correction Code.’ They were also neutral about having their own paper checked and graded by a peer, the positive effect of their peer’s reviewing their paper and given advice on their writing skills and their peer’s accurate checking and grading of their paper.

The results indicated that students were either neutral about the statements or were in agreement with it. Overall, the students enjoyed checking and grading their peer’s paper, did not have difficulty using the ‘Writing Criteria,’ and checked and graded their peer’s paper accurately using the ‘Error Correction Code and Writing Criteria.’ What the students were not so sure about was, the ‘Error Correction Code and Writing Criteria’ and peer review and advises improving their writing skills, not having difficulty using the ‘Error Correction Code,’ having their own paper checked and graded by a peer and done so in an accurate way. The highest mean average was seen in the 8<sup>th</sup> question of the first part. With a mean average of 4,13 , students agreed that they did not have difficulty using the ‘Writing Criteria.’ The highest frequency of the responses however was seen in statement 2, where 9 students out of 15 marked “Strongly Agree” to ‘*I enjoyed grading my peer’s paragraph.*’

The second analysis of the questionnaire data was done for the third part which included 6 open-ended questions. The aim of this third part was to get an overall feedback from the students with regard to the peer review sessions. Students’ opinions on the peer review sessions will be presented in relation to the open-ended questions asked at the last part of the questionnaire.

### **Question 1: Thoughts about the study?**

#### **a. What did you like?**

Various answers were given but the common answers were, students liked working with a peer, checking a peer’s paper and having their paper checked by a peer

because it enabled them to learn their own mistakes during the process. Some of these responses were as follows:

*“I liked working with my friends. Last of all I also liked checking.”(A.T.)*

*“I liked checking my friend’s paper a lot.” (B.Y.)*

*“I liked my friend checking my work for improving my knowledge.” (D.B.)*

*“My mistakes checking is great.”(M.A.M.)*

### **b.What did you dislike?**

Other than two students who found nothing they disliked about the study, all the students had a part they disliked. The things disliked about the study were, writing a final (second) version, having a peer check the students’ own writing and the peer checking the paragraph incorrectly. Some responses are as follows:

*“I didn’t like writing a second time at all.” ( Z.K.)*

*“I didn’t like my friend checking my paper.”(A.E.G.)*

*“I didn’t like my friend incorrectly checking the correct places wrong.”(B.Y.)*

### **Question 2: Did this study help your writing skills? How?**

Six students believed that this study did not help with their writing skills and that their writing is still the same. Whereas the remaining 9 students believed it was of some help. The responses for these were as follows:

*“It helped. Before I would have 6-7 mistakes. Now there aren’t many mistakes in my paragraph.”(Z.A.)*

*“This study helped with my writing skills. Because I learned to use both the Error Correction Code and Writing Criteria.”(M.Ç.)*

*“This study helped a little. I write more carefully.”(Z.K.)*

*“I started liking writing a little more. And now I am not embarrassed from my mistakes.”(B.U.)*

*“It helped with my writing skills. As I write the paragraphs and check them my writing skills improved.”(E.E.)*

**Question 3: Does this study have any advantages? What are they?**

Many advantages were listed by the students. Some of these were:

*“There is. I improved my writing. I learned to learn my mistakes.” (Z.A.)*

*“This study has some advantages. These are; it improves my knowledge and skills and shows how easy it is to check.”(A.T.)*

*“There is. I learned how teachers check our exams.”(Z.K.)*

*“It did. I improved in my English paragraphs. Checking accurately and correctly like teachers.”(I.T.)*

**Question 4: Does this study have any disadvantages? What are they?**

Nearly all the students found the study to have no disadvantage. Some noted that this study was for their own good and that it was educational and enjoyable. The 2 disadvantages come with were as stated:

*“There is. Loss of time.”(B.D.B.)*

*“There is. Getting 8 over 16 is a feeling like getting a 2. Very bad.”(B.Y.)*

**Question 5: Where there any difficulties you had in this study? What were they?**

A majority of the students found no difficulty in the study. Their thoughts were stated as follows:

*“I didn’t because writing a paragraph is easy work. Checking them was also easy because the paragraphs were simple.”(M.A.M.)*

*“There weren’t. My teacher explained everything thoroughly.”(Z.A.)*

*“There weren’t any thing I had difficulty with because this study was suitable for our level.”(M.Ç.)*

Three students however indicated that they had trouble using the ‘Error Correction Code’ while another student had trouble using the ‘Writing Criteria.’

*“In this study I had trouble using the Error Correction Code. Because I didn’t understand many things.”(D.G.)*

*“There were places in this study I had difficulty with. One of these is I had difficulty giving a grade to my friend from the Writing Criteria.”(A.T.)*

**Question 6: Would you like to pursue this study in the future? Why?**

Six students answered that they would not like to pursue this study in the future . According to the answers, this study is boring , using the Error Correction Code is hard and students don’t like writing.

One student was neutral, a ‘3’ in the Likert scale according to her. For, she hates writing but likes checking.

Eight students wished to pursue this study in the future. There responses were:

*“I would like to do this study in the future because this study is a lot of fun.”(M.Ç.)*

*“I would like to do this study in the future because it is a thing that will fix my future mistakes.”(M.A.M.)*

*“Yes. Because this study evaluates our knowledge that is why.”(D.B.)*

*“I would because I am improving in the English paragraphs.”(I.T.)*

*“Yes. Because it is great to check my friend’s paragraph.”(B.Y.)*

## CHAPTER V

### CONCLUSIONS AND IMPLICATIONS

#### 5.0 Presentation

This chapter presents the summary of the study, the discussion of findings, implications and recommendations for further studies.

#### 5.1 Summary of the Study

The purpose of the study was to introduce peer review in writing to primary students in the fourth grade and to investigate the effects of peer review in the students writing performance. The aim of the research was to determine whether students who received peer review would score better on a writing test as compared to those who did not. It was expected at the end of the study that the students who received peer review would improve their writing and therefore this would contribute to the adapting of peer review in the English Language Curriculum of the lower primary section.

The other research questions this study aimed at answering was whether students grading of their pees' papers were close to the grading of the teacher and what the attitude was of the students' towards peer review.

Various instruments were used in the study. A pre-test and post-test were administered. The tests provided the qualitative data. The pre-test was given at the beginning of the research. The scores the students received in the pre-test were recorded and the means of the pre-test scores of the experimental and control group were compared through an independent samples t-test. The t-test results showed that

the two groups were not significantly different in terms of their writing performance at the beginning of the study (see Table 6).

After the experimental group received the peer review sessions, a post-test was administered to both the experimental group and control group. The post-test results were recorded and a mean score of the post-test results were calculated for each group of the students through an independent samples t-test. Once again, the results showed no significant difference among the two groups.

A t-test was run to find out if there was a significant difference between the gain scores of the students in the experimental and control groups. As seen in Table 8, the difference between the mean gain scores did not appear significant at a confidence level of .05. This meant that the writing scores of the students in the experimental group did not show significant signs of improvement from the control group. In response to the first research question, the results indicated that the treatment sessions the experimental group received did not improve students' writing ability better than the control group students'. Although the experimental group had scored a little higher than the control group in the writing tasks through out the study, as can be seen when looked at the mean scores of the writing tasks of both groups (see Appendix T), there was no significant difference between the two groups' scores. However, both groups had shown improvement in their writing performance, therefore that is why the difference among the two was not major. It is seen that the control group benefitted from the writing criteria and error correction code just as the experimental group did. It raised the students' awareness in their own writing and hence forth, was the cause for the improvement in their writing scores.

The scores given to the writing tasks by the students were compared to the grades given by the teacher for the same paper by employing one-sample t-test. As shown in Tables 9-13, there were statistically significant differences between the grading of the peers and the grading of the teachers at the confidence level of .05 for all five

writings. In other words, the students in the experimental group graded the writings differently from the teacher.

However, in the second method taken to see whether there was any significant difference between peer's grading and the teacher's grading, where two writings from the control group, one of a weak student's and one of a successful student's was given to *all* the students in the experimental group to check and grade, the results were not the same to the former. The mean scores were compared and the mean scores of the students were seen to be very close to the mean scores of the teacher (see Tables 14 and 15). In contrast to the results of the one-sample t-tests done to compare grades given to the five writings during the study by the students and the teacher, the results obtained from the second source in response to the second research question, indicated that the grading of the students and the teacher were close to one another and did not show any significant difference among the two. But, the reason for this may come from the possibility that the grade of the two papers belonging to the weak and successful student, were pretty much obvious to the students. It was easy to figure out that one was a very poor paper and the other a very good paper. This shows why the results appeared differently to those obtained from the writings done throughout the study, which may be more of a reliable source.

The qualitative data was obtained through an attitude test administered to the students in the experimental group. There were two different parts in the questionnaire. In the first part, where students were given certain statements which they were asked to give their opinion about on a Likert scale of 1 to 5; 5 being "strongly agree," 4 "agree," 3 "neutral," 2 "disagree" and 1 "for "strongly disagree," the results indicated that students were either neutral about the statements or were in agreement with it. Overall, the students enjoyed checking and grading their peer's paper, did not have difficulty using the 'Writing Criteria,' and checked and graded their peer's paper accurately using the 'Error Correction Code and Writing Criteria.' What the students were not so sure about was, that the 'Error Correction Code and Writing Criteria' and peer review and advises helped improve their writing skills, not

having difficulty using the ‘Error Correction Code,’ having their own paper checked and graded by a peer and done so in an accurate way. The students agreed on not have difficulty using the ‘Writing Criteria.’

In the second part of the questionnaire, where six open-ended questions were asked in relation to the study, students stated that they, liked working with a peer, checking a peer’s paper and having their paper checked by a peer because it enabled them to learn their own mistakes during the process. The things the students disliked about the study were, writing a final (second) version, having a peer check their own writing and the peer incorrectly checking the paragraph. For the second question, whether the study helped the students’ writing skills, six students believed that this study did not help with their writing skills and that their writing is still the same. Whereas the remaining 9 students believed it was of some help.

The advantages of the study were as follows; students ‘learned to learn their mistakes,’ it improved their knowledge and skills, showed how easy it is to check, it showed them how teachers check their exams and improved their paragraphs in ways that it enabled them to check their paragraphs accurately and correctly like a teacher. Not many disadvantages were seen, the basic one was that it was time consuming to write multiple draft paragraphs. For the fifth question, whether there were any difficulties with the peer review sessions, other than three, all the students thought there were none. The three students indicated that they had trouble using the ‘Error Correction Code’ while another student had trouble using the ‘Writing Criteria.’ As for the critical and final question asking if students would like to pursue this study in the future; six students answered that they would not like to pursue this study in the future, one student was neutral and eight students wished to pursue this study in the future.

## **5. 2 Discussion of Findings**

In general the results of this study were in harmony with the results gained in the similar study conducted by Sengupta (1998). The results of the study carried out by Sengupta, to see how peer review was viewed by 12 ESL secondary school students, indicated that there were no significant differences between self and peer evaluations. None of the students took her peer's suggestions unless she had the same feedback in her self-evaluation. Moreover, all of the students thought peer review did not help them at all in building awareness of themselves as real readers and they thought that it was the teacher's job to give feedback.

The other studies conducted in similar fields were contrary to the results obtained in this study however. In Pierson's study (as cited in Mistik, 1994) in 1967, comparing the effects of teacher feedback with peer feedback, the results showed that there was no significant difference among the two. No significant difference was seen between the peer and the teacher methods of correcting writing either. Hence, according to these results, if there is no difference among the two, peer feedback then can be substituted for teacher feedback.

The studies of Mendonça and Johnson (1994) and Nelson and Murphy (1993) point that students benefited from peer review and that they made use of the feedback they received from their peers during the process.

As for the study in 1995 conducted by Zhang, it was found that although students prefer peer feedback to self-feedback, the students strongly preferred teacher feedback over peer feedback. But sixty-nine percent had positive reaction according to the results Mangelsdorf (as cited in Levine, 2002) obtained in her study in 1992.

To conclude, having taken the limitations of the study into consideration as well, it can be said that the students in the experimental group did not benefit from the peer review sessions just as it was for the students in Sengupta's study. The students in

both studies however were secondary and primary school students, they were not undergraduate students in the prep schools of universities as it was in the studies carried out by Pierson (as cited in Mıstık, 1994), Besides being secondary and primary students, the groups were all ESL or EFL students and as mixed results of many of the studies on peer response show, the process is complex and the success of “L1 peer response, for example, does not necessarily carry over to L2 writers. According to Nelson and Carson (1998, as cited in Levine, 2002), L1 writers have more knowledge of the English language and more confidence and can thus take time to develop their writing. L2 writers are busy developing both language and writing skills and do not focus on writing skills primarily” (Levine, 2002).

### **5. 3 Implications and Recommendations**

For a similar study in the future some recommendations can be made. First of all, introducing and getting use to peer review requires a lot of time. Students need a longer time for training on peer review. That is why it is best to carry out a study in a longer term in order to get more reliable results.

Secondly, a third group can be used in such a study instead of two, who can be exposed to *teacher review*. This way all three can be compared, peer review, self-review and teacher review to see whether there is a difference among the three and if there is, which is the most effective on the students’ writing performance.

Furthermore, most of the studies on peer review are conducted with university level students. The number of studies conducted with primary EFL (English as a Foreign Language) students is very few. Moreover, there is no study conducted on peer review with young learners in Turkey. Therefore, there is a need for further research in this area to obtain a more realistic picture of peer review.

A recommendation for teachers wishing to use peer review in their classes: try to be more involved in the peer review sessions. Check if students are checking their peer's papers correctly and revising their own papers correctly. Collect the papers after students check one another's paper and once again after they revise their own paper. Give feedback in both stages, so that students see whether they are on the right track and are checking and revising correctly. This should at least be done until students become familiar with peer review.

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## APPENDICES

### APPENDIX A

#### GRADE 4 WRITING CRITERIA

SCORE	Vocabulary & Spelling (VS)	Sentence (S)	Grammar (G)	Content & Organization (CO)
<b>4</b>	<p>*Uses new/known vocabulary correctly.</p> <p>*Known vocabulary is spelled correctly.</p>	<p>*Uses “and,but, because...” (complete &amp; complex sentences)</p> <p>*Sentences have a noun and a verb and uses punctuation/capitalization correctly.</p>	<p>*Uses grammar correctly. (1-3 mistakes)</p>	<p>*Content is relevant to the assignment.</p> <p>*Paragraph is organized.</p>
<b>3</b>	<p>*Usually uses new/known vocabulary correctly.</p> <p>*Known vocabulary is spelled correctly (3-4 mistakes).</p>	<p>*1-2 use of “and,but,because...”</p> <p>*Most sentences have a noun and a verb and usually uses punctuation/capitalization correctly.</p>	<p>*Usually uses grammar correctly (4-5 mistake).</p>	<p>*Content is usually relevant to the assignment.</p> <p>*Paragraph is generally organized.</p>
<b>2</b>	<p>*Tries to use new/known vocabulary but not a lot and not always correctly.</p> <p>*Known vocabulary is spelled correctly (5-6 mistakes)</p>	<p>*Use of simple sentences. Tries to use “and,but,because...” but not always correctly.</p> <p>*Some sentences have a noun or verb and sometimes uses punctuation/capitalization.</p>	<p>*Tries using grammar but is usually wrong.</p>	<p>*Content is some relevant to the assignment.</p> <p>*Paragraph is a little organized.</p>
<b>1</b>	<p>*Little or no use of new vocabulary or uses new vocabulary incorrectly.</p> <p>*Known vocabulary is spelled incorrectly.</p>	<p>*Use of simple sentences. No use of “and,but,because...”</p> <p>*Sentences have no noun or verb and doesn’t and use punctuation/capitalization.</p>	<p>*Usually uses grammar incorrectly.</p>	<p>*Content isn’t relevant to the assignment.</p> <p>*Paragraph isn’t organized.</p>

## FEEDBACK FORM GRID

<b>CRITERIA</b>	<b>GRADE</b>	<b>COMMENTS</b>
<b>1. Vocabulary&amp;Spelling (VS)</b>		
<b>2. Sentence (S)</b>		
<b>3. Grammar (G)</b>		
<b>4. Content&amp;Organization (CO)</b>		

## APPENDIX B

### 4. SINIF PARAGRAF NOTLANDIRMA

SCORE	Vocabulary & Spelling (VS)	Sentence (S)	Grammar (G)	Content & Organization (CO)
4	*Yeni/Öğrenilmiş kelimeleri doğru kullanır.  *Öğrenilmiş kelimeler doğru yazılmış (1-2 hata)	*"and,but,because..." gibi bağlaçlar kullanır (tam ve kompleks cümleler)  *Cümlelerde özne ve fiil bulunur ve yazım kurallarına uyar.	*Gramerini doğru kullanır (1-3 hata).	*İçerik konuya uygun.  *Paragrafta düzen var.
3	*Genelde Yeni / Öğrenilmiş kelimeleri doğru kullanır  * Öğrenilmiş kelimeler doğru yazar (3-4 hata)	*"and,but,because..." gibi bağlaçları 1-2 kez kullanır.  *Çoğu cümlelerde özne ve fiil bulunur ve yazım kurallarına genelde uyar.	*Genelde gramerini doğru kullanır (4-5 hata).	*İçerik genelde konuya uygun.  *Genelde paragrafta düzen var.
2	*Yeni kelimeleri kullanmaya çalışır ama her zaman doğru olarak değil.  * Öğrenilmiş kelimeler doğru yazılmış (5-6 hata)	*Basit cümleler kurar. and,but,because..." gibi bağlaçlar kullanmaya çalışır ancak her zaman doğru olarak değil.  *Bazı cümlelerde özne ve fiil bulunur ve yazım kurallarına bazen uyar.	*Gramerini kullanmaya çalışır ama genelde yanlış olarak.	*İçerik biraz konuya uygun.  *Paragrafta biraz düzen var.
1	*Yeni kelimeleri az kullanır veya hiç kullanmaz ya da yanlış kullanır.  * Öğrenilmiş kelimeler genelde yanlış yazar.	*Basit cümleler kurar. "and,but,because..." gibi bağlaçlar kullanmaz.  *Cümlelerde özne veya fiil kullanmaz ve yazım kurallarına hiç uymaz.	*Genelde gramerini yanlış kullanır.	*İçerik konuya uygun değil.  *Paragrafta düzen yok.

### FEEDBACK FORM GRID

<b>CRITERIA</b>	<b>GRADE</b>	<b>COMMENTS</b>
<b>1. Vocabulary&amp;Spelling (VS)</b>		
<b>2. Sentence (S)</b>		
<b>3. Grammar (G)</b>		
<b>4. Content&amp;Organization (CO)</b>		

## APPENDIX C

### THE ERROR CORRECTION CODE

<b>Spelling</b>	<b>Sp.</b>
<b>Punctuation/ Capitalization</b>	<b>P.C.</b>
<b>Unclear</b>	<b>?</b>
<b>Not Needed</b>	<b>/</b>
<b>Word Missing</b>	<b>^</b>
<b>Grammar</b>	<b>G</b>
<b>Wrong Word</b>	<b>WW</b>
<b>Wrong Place</b>	<b>→</b>

## APPENDIX D

### STUDENT EXAMPLE WRITINGS

#### *PARAGRAPH 1:*

*His is name Aleyna. She is how old are you nine. She is student Bilkent Primary School. He is quiet She favorite sort is basketball. She favorite subjects is Math and Science. His favorite singer is Nazan Öncel.*

#### *PARAGRAPH 2:*

*Her name is Vampire jason. He eighteen years old. He has got tall, thin, blond spaiky hair and hazel eyes. He wears the party clothes white t-shirt, black pants, black shoes and a black and red cape. He has got pointed ears. He plays games, dances, talks and listend to music. He eat sandwhiches, pizza, chocolate cake and fanta. He likes eat fast food and talk to friends. He hate play games and danceing to hip hop music.*









**APPENDIX I**

**Week 5 Final Writing Task**

<b>Name:</b>	<b>Date:</b>
<b>Class:</b>	
<b>Writing:</b> Write about the boy Vampire Jason and the party.	
<b>Name:</b>	Vampire Jason
<b>Age:</b>	18
<b>Physical Appearance:</b>	tall, thin blond spiky hair, hazel eyes, sharp teeth, pointed
<b>Party Clothes:</b>	white shirt, black pants, black shoes, black and red
<b>Party Activities:</b>	dance, talk, listen-Pop music
<b>Party Food:</b>	sandwiches, pizza, chocolate cake, fanta
<b>Likes:</b>	eat-fast food, talk-friends
<b>Dislikes:</b>	play-games, dance-to hip hop music
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## APPENDIX J

### ANKET

Bu anketin amacı, yazı becerilerinde arkadaşlarınızdan yardım alma konusundaki düşüncelerinizi belirlemek. 1. ve 2. bölümlerdeki düşüncelerinizi, bu bölümdeki ifadelerden size uygun olan sütuna  $\surd$  koyarak işaretleyiniz. 3. bölümde ise sorulan soruları cevaplayınız.

1=Kesinlikle katılmıyorum

2=Katılmıyorum

3=Kararsızım

4=Katılıyorum

5=Kesinlikle katılıyorum

### DEĞERLENDİRME

#### 1.BÖLÜM: KENDİM

		1	2	3	4	5
1	Arkadaşımın paragrafını kontrol etmekten hoşlandım.					
2	Arkadaşımın paragrafını notla değerlendirmek hoşuma gitti.					
3	Arkadaşımın paragrafını kontrol ederken kendi yaptığım hataları farkettim.					
4	Farkettiğim hataları kendi paragrafımda düzelttebildim.					
5	'Error Correction Code'u kullanmak yazı yazma becerimi geliştirdi.					
6	'Writing Criteria'yı kullanmak yazı yazma becerimi geliştirdi.					
7	'Error Correction Code'u kullanırken zorlanmadım.					
8	'Writing Criteria'yı kullanırken zorlanmadım.					
9	Arkadaşımın paragrafını 'Error Correction Code'u kullanarak doğru kontrol ettim.					
10	Arkadaşımın paragrafını 'Writing Criteria'yı kullanarak doğru değerlendirdim.					

## 2.BÖLÜM: ARKADAŞIM

		1	2	3	4	5
1	Paragrafımın arkadaşım tarafından kontrol edilmesi hoşuma gitti.					
2	Yazdığım paragrafın notla değerlendirmesinden hoşlandım.					
3	Paragrafımın arkadaşım tarafından kontrol edilmesi, benim yazma becerime olumlu yönde yardımcı oldu.					
4	Arkadaşımdan aldığım tavsiyeler (feedback form), yazma becerimi geliştirdi.					
5	Paragrafımın son halini yazarken arkadaşımın tavsiyelerini uyguladım.					
6	Arkadaşım, paragrafımı 'Error Correction Code'u kullanarak doğru değerlendirdi.					
7	Arkadaşım, paragrafımı 'Writing Criteria'yı kullanarak doğru değerlendirdi.					

## 3.BÖLÜM

1. Bu çalışma hakkındaki düşüncelerin neler?

a.Nelerden hoşlandın?

b.Nelerden hoşlanmadın?

2. Bu alıřma yazma becerine yardımcı oldu mu? Hangi aıdan yardımcı oldu?

3. Bu alıřmanın avantajları var mı? Neler?

4. Bu alıřmanın dezavantajları var mı? Neler?

5. Bu alıřmada zorlandıđı yerler oldu mu? Neler?

6. Bu tr alıřmayı gelecekte de yapmak istermisin? Niye?

## APPENDIX K

### *QUESTIONNAIRE*

The aim of this questionnaire is to find out your thoughts about receiving peer review in writing skills. In Part I and Part II, indicate your opinion about the given statements by ticking (√) in one of the columns below. In Part III, answer the questions.

1=Strongly Disagree      2=Disagree      3=Neutral      4=Agree  
5=Strongly Agree

### *EVALUATION*

#### *PART I: MYSELF*

		1	2	3	4	5
1	I enjoyed checking my peer's paragraph.					
2	I enjoyed grading my peer's paragraph.					
3	I noticed my own mistakes while checking my peer's paragraph.					
4	I was able to fix the mistakes I noticed in my own paragraph.					
5	Using the 'Error Correction Code' improved my writing skills.					
6	Using the 'Writing Criteria' improved my writing skills.					
7	I did not have difficulty when using the 'Error Correction Code.'					
8	I did not have difficulty when using the 'Writing Criteria.'					
9	Using the 'Error Correction Code,' I corrected my peer's paragraph correctly.					
10	Using the 'Writing Criteria,' I evaluated my peer's paragraph correctly.					

*PART 2: MY PEER*

		1	2	3	4	5
1	I enjoyed my paragraph getting checked by my peer.					
2	I enjoyed my paragraph being graded.					
3	Getting my paragraph checked by a peer was of a positive effect on my writing skills.					
4	The advice I received from my peer (via feedback form) improved my writing skills.					
5	While writing the final version of my paper, I followed my peer's advice.					
6	My peer correctly checked my paragraph using the 'Error Correction Code.'					
7	My peer correctly evaluated my paragraph using the 'Writing Criteria.'					

*PART 3:*

1. What are your thought about this study?

a.What did you like?

b.What did you dislike?

2. Did this study help your writing skills? In what way(s) did it help?

3. Does this study have any advantages? What are they?

4. Does this study have any disadvantages? What are they?

5. Where there any difficulties you had in this study? What were they?

6. Would you like to pursue this study in the future? Why?

APPENDIX L

WRITING OF WEAK STUDENT FROM THE CONTROL GROUP

Name: A

Date:

Class:

WRITING: Write about the boy Vampire Jason and the party he went to.

Name:	Vampire Jason
Age:	18
Physical Appearance:	tall, thin blood spiky hair, hazel eyes, sharp teeth, pointed ears
Party Clothes:	white shirt, black pants, black shoes, black and red cape
Party Activities:	dance, talk, listen-Pop music
Party Food:	sandwiches, pizzas, chocolate cake, fanta
Likes:	eat-fast food, talk-friends
Dislikes:	play-games, dance-to hip hop music

My name is Vampire Jason. My Age is a eighteen years old. My Appearance is tall, thin, blood spiky hair, hazel eyes, sharp teeth, pointed ears.

My clothes white shirt, black pants, black shoes, black and red cape. He is dance, talk, listen, and Pop music.

He is sandwich, pizza, chocolate cake, fanta drink and eating. He is eat fast food, talk and friends. He is playing games, dance, and to hip hop music.

## APPENDIX M

### WRITING OF SUCCESSFUL STUDENT FROM THE CONTROL GROUP

Name: B

Date:

Class:

WRITING: Write about the boy Vampire Jason and the party he went to

Name:	Vampire Jason
Age:	18
Physical Appearance:	tall, thin blood soaky hair, hazel eyes, sharp teeth, pointed ears
Party Clothes:	white shirt, black pants, black shoes, black and red cape
Party Activities:	dance, talk, listen-Pop music
Party Food:	sandwiches, pizza, chocolate cake, fruits
Likes:	eat fast food, talk-friends
Dislikes:	play-games, dance-to hip hop music

His name is Vampire Jason. He is eighteen. He is tall and thin. He has got spiky hair, hazel eyes, sharp teeth and pointed ears. He wears white shirt, black pants, black shoes and black and red cape. He dance, talk and listen to Pop music. He eats sandwiches, pizza, chocolate cake. He likes to eat fast food and talk to friends. He doesn't like playing games and dance to hip hop music.

## APPENDIX N

### FEEEDBACK FORM GIVEN FOR THE TWO PAPERS FROM THE CONTROL GROUP

Writing A

#### FEEDBACK FORM GRID

CRITERIA	GRADE	COMMENTS
1. Vocabulary & Spelling (VS)		
2. Sentence (S)		
3. Grammar (G)		
4. Content & Organization (CO)		

Writing B

#### FEEDBACK FORM GRID

CRITERIA	GRADE	COMMENTS
1. Vocabulary & Spelling (VS)		
2. Sentence (S)		
3. Grammar (G)		
4. Content & Organization (CO)		

## APPENDIX O

### EXAMPLE STUDENT DRAFT, FEEDBACK FORM AND FINAL

#### A. DRAFT

Name: D. G.

Date: 17<sup>th</sup> May 2005  
Tuesday

Class: 4A

**WRITING:** Look at the chart and write a paragraph describing Jane.

Name	Jane Osborne
Age	7
Occupation	student
Physical Appearance	tall, fat, hazel eyes, long blonde hair
Hobbies	coins, stamps, sea shells
Likes	horse ride, play the piano
Dislikes	ski

Her name is Jane Osborne. She is seven years old. She is tall and fat. She has got hazel eyes and long blonde hair. Her hobbies are coins, stamps and sea shells. She likes horse riding and playing the piano. She didn't like skiing.



U5 = 3.5

S = 4

G = 3.5

Co = 4

15

Checked by: D. B.

EXAMPLE STUDENT DRAFT, FEEDBACK FORM AND FINAL

B. FEEDBACK FORM

4. SINIF YAZIM ÇALIŞMALARI İÇİN PUANLAMA SİSTEMİ

SCORE	Vocabulary & Spelling (VS)	Sentence (S)	Grammar (G)	Content & Organisation (CO)
4	* Yeni Öğrenilmiş kelimeleri doğru kullanır. * Öğrenilmiş kelimeleri doğru yazıyor (1-2 hatasız)	* "and, but, because..." gibi bağlaçlar kullanır (basit ve kompleks cümleler) * Cümlelerinde özne ve fiil bulunur ve yazım kurallarına uyuyor.	* Önemli doğru kullanır (1-3 hatasız)	* İçerik konuya uygun. * Paragraf düzeni var.
3	* Genellikle Yeni / Öğrenilmiş kelimeleri doğru kullanır. * Öğrenilmiş kelimeleri doğru yazıyor (3-4 hatasız)	* "and, but, because..." gibi bağlaçları 1-2 kez kullanır. * Çeşitli cümlelerde özne ve fiil bulunur ve yazım kurallarına genellikle uyuyor.	* Genellikle grameri doğru kullanır (4-5 hatasız)	* İçerik genelde konuya uygun. * Genellikle paragraf düzeni var.
2	* Yeni kelimeleri kullanmaya çalışır ama her zaman doğru olarak değil. * Öğrenilmiş kelimeleri doğru yazıyor (5-6 hatasız)	* Basit cümleler kurar. "and, but, because..." gibi bağlaçları kullanmaya çalışır ancak her zaman doğru olarak değil. * Bazı cümlelerde özne ve fiil bulunmaz ve yazım kurallarına uymaz.	* Gramer kullanmaya çalışır ama genelde yanlış olarak.	* İçerik biraz konuya uygun. * Paragraf biraz düzenli var.
1	* Yeni kelimeleri az kullanır veya hiç kullanmaz ya da yanlış kullanır. * Öğrenilmiş kelimeleri genelde yanlış yazar.	* Basit cümleler kurar. "and, but, because..." gibi bağlaçları kullanmaz. * Cümlelerinde özne veya fiil bulunmaz ve yazım kurallarına hiç uymaz.	* Genelde grameri yanlış kullanır.	* İçerik konuya uygun değil. * Paragraf düzeni yok.

FEEDBACK FORM GRID

CRITERIA	GRADE	COMMENTS
1 Vocabulary & Spelling (VS)	4	Not false! Super! Fantastic 😊
2 Sentence (S)	4	Very good! You use 4 and! 😊
3 Grammar (G)	4	Very beautiful. Not false! 😊
4 Content & Organisation (CO)	4	Your very good! 😊

Graded by: D 16/16

EXAMPLE STUDENT DRAFT, FEEDBACK FORM AND FINAL

C. FINAL

Her name is Jane Osborne. She is seven years old. She is a student. She is tall and fat. She has got hazel eyes and long blonde hair. Her hobbies are <sup>collecting</sup> coins, stamps and sea shells. She likes horse riding and playing the piano. She didn't like skiing.

$$\begin{array}{r} u3 = 35 \\ s = 7 \\ 6 = 35 \\ Co = 7 \\ \hline 15 \end{array}$$

## APPENDIX P

### EXAMPLE STUDENT DRAFT, FEEDBACK FORM AND FINAL

#### A. DRAFT

Name: I T

Date: Thursday, June 9<sup>th</sup>

Class: 4-A

2008

WRITING: Write about the boy Vampire Jason and the party he went to

Name:	Vampire Jason
Age:	18
Physical Appearance:	tall, thin blond spiky hair, hazel eyes, sharp teeth, pointed ears
Party Clothes:	white shirt, black pants, black shoes, black and red cape
Party Activities:	dance, talk, listen Pop music
Party Food:	sandwiches, pizza, chocolate cake, fiats
Likes:	eat-fast food, talk-friends
Dislikes:	play-games, dance-to hip hop music

His name is Vampire Jason. He is eighteen years old. He has got tall and thin. He has got blond spiky hair, hazel eyes, sharp teeth and pointed ears. His party clothes is white shirt, black pants, black shoes and a black and red cape. Party activities is dance, talk and listen Pop music. Party food is sandwiches, pizza, chocolate cake and fiats. He likes eat fast food and talk n friends. He didn't like play games and dance to hip hop music.

Checked by: 2

A

VS = 3  
S = 2  
G = 15  
Co = 4

10.5

**EXAMPLE STUDENT DRAFT, FEEDBACK FORM AND FINAL**  
**B. FEEDBACK FORM**

**4. SINIF YAZIM ÇALIŞMALARI İÇİN PUANLAMA SİSTEMİ**

SCORE	Vocabulary & Spelling (VS)	Sentence (S)	Grammar (G)	Content & Organisation (CO)
4	* Yeni Öğrenilmiş kelimeleri doğru kullanır * Öğrenilmiş kelimeleri doğru yazarak (1-3 hata)	* "and, but, because..." gibi bağlaçlar kullanır (tam ve koşullu cümleler) * Cümlelerde fiil ve fiil bükümü ve yazım kurallarına uyur	* Grameri doğru kullanır (1-3 hata)	* İçerik konuya uygun * Paragrafı düzenler
3	* Genelde Yeni / Öğrenilmiş kelimeleri doğru kullanır * Öğrenilmiş kelimeleri doğru yazarak (3-4 hata)	* "and, but, because..." gibi bağlaçları 3-2 kez kullanır * Çoğu cümlelerde fiil ve fiil bükümü ve yazım kurallarına genelde uyur.	* Genelde grameri doğru kullanır (4-5 hata)	* İçerik genelde konuya uygun * Genelde paragrafı düzenler
2	* Yeni kelimeleri kullanmaya çalışır ama her zaman doğru olarak değil. * Öğrenilmiş kelimeleri doğru yazarak (5-6 hata)	* Bazı cümleler karan, and, but, because... gibi bağlaçlar kullanmaya çalışır ancak her zaman doğru olarak değil. * Bazı cümlelerde fiil ve fiil bükümü ve yazım kurallarına basar uyur.	* Grameri kullanmaya çalışır ama genelde yanlış olur.	* İçerik biraz konuya uygun * Paragrafı biraz düzenler
1	* Yeni kelimeleri as kullanmaz veya hiç kullanmaz ya da yanlış kullanır * Öğrenilmiş kelimeleri genelde yanlış yazır	* Bazı cümleler karan, and, but, because... gibi bağlaçlar kullanmaz * Cümlelerde fiil ve fiil bükümü ve yazım kurallarına hiç uyuz.	* Genelde grameri yanlış kullanır	* İçerik konuya uygun değil * Paragrafı düzenler yok

**FEEDBACK FORM GRID**

Graded by SEZ      A++      16/14

CRITERIA	GRADE	COMMENTS
1. Vocabulary & Spelling (VS)	3	* Be careful, you has got wrong
2. Sentence (S)	4	* Good İşık very very well!
3. Grammar (G)	3	* Be careful! Verb grammar wrong.
4. Content & Organisation (CO)	4	* Excellent

EXAMPLE STUDENT DRAFT, FEEDBACK FORM AND FINAL

C. FINAL

His name is Vampire Jason. He is eighteen years old. He has got tall and thin. He has got blond spiky hair, hazel eyes, sharp teeth and pointed ears. He wears a white shirt, black pants, black shoes and a black and red cape. He dances, talks and listens to pop music. He ~~drinks~~ <sup>drinks</sup> ~~eats~~ <sup>and eats</sup> fast food, sandwiches, pizza and chocolate cake. He likes eating fast food and talking to his friends. He didn't like playing games and dancing to hip hop music.

$$\begin{array}{r} US = 3.5 \\ S = 2.5 \\ G = 2 \\ Co = 4 \\ \hline 12 \end{array}$$

## APPENDIX Q

### SAMPLES OF STUDENT(1) PEER REVIEW AND EVALUATION

Name:

A

Date:

Class:

(I.T.)

WRITING: Write about the boy Vampire Jason and the party he went to.

Name:	Vampire Jason
Age:	18
Physical Appearance:	black spiky hair, hazel eyes, sharp teeth, pointed ears
Party Clothes:	white shirt, black pants, black shoes, black and red cape
Party Activities:	dance, talk, listen Pop music
Party Food:	sandwiches, pizza, chocolate cake, fanta
Likes:	eat fast food, talk friends
Dislikes:	play games, dance to hip hop music

My name is Vampire Jason. My age is a eighteen years old. My Appearance is tall, thin, blood spiky hair, hazel eyes, sharp teeth, pointed ears.

My clothes white shirt, black pants, black shoes, black and red cape. He is dance, talk, listen, and Pop music.

He is sandwiches, pizza, chocolate cake, fanta, drink and eating. He is eat fast food, talk and friends. He is playing games, dance to hip hop music.

black

Name: B

Date:

Class:

WRITING: Write about the boy Vampire Jason and the party he went to.

Name:	Vampire Jason
Age:	18
Physical Appearance:	tall, thin black spiky hair, hazel eyes, sharp teeth, pointed ears
Party Clothes:	white shirt, black pants, black shoes, black and red cape
Party Activities:	dance, talk, listen-Pop music
Party Food:	sandwiches, pizza, chocolate cake, fruits
Likes:	eat-fast food, talk-friends
Dislikes:	play-games, dance-to hip hop music

His name is Vampire Jason. He is eighteen. He is tall and thin. He has got spiky hair, hazel eyes, sharp teeth and pointed ears. He wears white shirt, black pants, black shoes and black and red cape. He dance, talk and listens to Pop music. He eats in sandwiches, pizza, chocolate cake. He drinks pizza. He likes eating fast food and talking to friends. He doesn't like playing games and dance to hip hop music.

Writing A

FEEDBACK FORM GRID

CRITERIA	GRADE	COMMENTS
1. Vocabulary & Spelling (VS)	2	Not good!! You must study!!
2. Sentence (S)	1	It is very bad!
3. Grammar (G)	1	You very didn't extend!!!
4. Content & Organisation (CO)	2	You good but you not good

Writing B

FEEDBACK FORM GRID

CRITERIA	GRADE	COMMENTS
1. Vocabulary & Spelling (VS)	4	Super!!
2. Sentence (S)	4	Fantastic! 😊
3. Grammar (G)	4	You very study
4. Content & Organisation (CO)	4	Content & Organisation was very beautiful

## APPENDIX R

### SAMPLES OF STUDENT(2) PEER REVIEW AND EVALUATION

Name: A

Date:

(D.C.)

Class:

WRITING: Write about the boy Vampire Jason and the party he went to

Name:	Vampire Jason
Age:	18
Physical Appearance:	tall, thin blond spiky hair, hazel eyes, sharp teeth, pointed ears
Party Clothes:	white shirt, black pants, black shoes, black and red cape
Party Activities:	dance, talk, listen-Pop music
Party Food:	sandwiches, pizza, chocolate cake, fanta
Likes:	eat-fast food, talk-friends
Dislikes:	play-games, dance-to hip hop music

My name is Vampire Jason. My age is 18 years old. My appearance is tall, thin, blond spiky hair, hazel eyes, sharp teeth, pointed ears. My clothes white shirt, black pants, black shoes, black and red cape. He is dance, talk, listen, and Pop music. He is sandwiches, pizza, chocolate cake, fanta drink and eating. He is eat, fast, loud, talk and friends. He is playing games, dance, and to hip hop music.

Name: B

Date:

Class:

WRITING: Write about the boy Vampire Jason and the party he went to

Name:	Vampire Jason
Age:	18
Physical Appearance:	tall, thin blond spiky hair, hazel eyes, sharp teeth, pointed ears
Party Clothes:	white shirt, black pants, black shoes, black and red cape
Party Activities:	dance, talk, listen-Pop music
Party Food:	sandwiches, pizza, chocolate cake, fanta
Likes:	eat-fast food, talk-friends
Dislikes:	play-games, dance-to hip hop music

His name is Vampire Jason. He is eighteen. He is tall and thin. He has got spiky hair, hazel eyes, sharp teeth and pointed ears. He wears white shirt, black pants, black shoes and black and red cape. He dance, talk and listen to Pop music. He eats sandwiches, pizza, chocolate cake. He drinks fanta. He likes dancing, fast food and talking to friends. He doesn't like playing games and dance to hip hop music.

Writing A

FEEDBACK FORM GRID

CRITERIA	GRADE	COMMENTS
1. Vocabulary & Spelling (VS)	2	çok iyi değil ama Oke
2. Sentence (S)	1	Bozuk ve Düzensiz. Kelimelerin yanlış ve yanlış şekilde yazıldığı kullandılar.
3. Grammar (G)	1	Grammar çalışmaları gerekiyor.
4. Content & Organisation (CO)	2	Bozuk ve Düzensiz.

Writing B

FEEDBACK FORM GRID

CRITERIA	GRADE	COMMENTS
1. Vocabulary & Spelling (VS)	4	Good
2. Sentence (S)	4	Good
3. Grammar (G)	4	Good
4. Content & Organisation (CO)	4	Good

APPENDIX S

SAMPLES OF ANSWERS GIVEN TO THE OPEN-ENDED QUESTIONS  
OF THE QUESTIONNAIRE

QUESTION 1a: What are your thought about this study? What did you like?

Arkadaşlarımla birlikte çalışmaktan hoşlandım.  
Son olarak kontrol etmekte hoşlandım.  
(A.T)

Arkadaşımın kağıdını kontrol etmekte  
çok hoşlandım  
(B.Y)

Arkadaşımın benim çalışmamı kontrol etmesi  
benim bilgimi artırması için  
(D.B)

Bence çok güzel bir program.  
HATALARIM kontrol etmesi çok güzel  
(M.A.M)

**QUESTION 1b:** What are your thoughts about this study? What did you dislike?

2. kere yazdıktan hiç hoşlanmadım

(2.K.)

Arabalarımı benim başımda kontrol  
etmesinin sevmedim.

(A.E.G.)

Arkadaşımın dogru yerleri yazdığı  
işaretlerinde hoşlanmadım.

(B.Y.)

**QUESTION 2:** Did this study help your writing skills? In what way(s) did it help?

Yardımcı oldu. Eskiden hep 6-7  
hatam olurdu. Artık paragrafımda  
fazla hata olmuyor.

(2.A)

Bu çalışma yazma becerime yardımcı oldu. Çünkü hem Error Correction Code kullanmayı hemde Writing Criteria kullanmayı öğrendim.  
(M.G)

Bu çalışma biraz <sup>zor</sup> oldu. Daha dikkatli yazıyorum.  
(Z.K)

Yazmayı biraz sevmeye başladım. Ve hatalarımdan utanmıyorum artık.  
(B.U.)

Yazma becerime yardımcı oldu. Proğrafları yazarken ve kontrol ederken yazma becerim gelişti.  
(E.E)

QUESTION 3: Does this study have any advantages? What are they?

Var Yazımı geliştirdim. Yanlıklarımı öğrenmeyi öğrendim. (2-A)

Bu çalışmanın avantajları var. Bunları bilgi ve becerilerini geliştirir ve kontrol etmenin nasıl kolay olduğunu anlatır. (A.T)

var Öğretmenlerin sınıflarını nasıl kontrol ettiğini öğrendim (2-K)

QUESTION 4: Does this study have any disadvantages? What are they?

Var. Zaman kaybetmek.

(B.D.B)

Evet bir kavramda iki  
almak 2 almak gibi bir  
düşüncemi soruldu. (B.Y.)

**QUESTION 5:** Where there any difficulties you had in this study? What were they?

Olmadı çünkü paragraf yazmayı kendim için  
kontrollerde bir süre önce paragraf yazmıştım  
(M.A.M.)

Olmadı. Öğretmen her şeyi  
açık açık anlattı. (Z.A.)

Bu çalışmada zorlandığım yerler  
olmadı. Çünkü bu çalışma bizim  
seviyemize göreymiş.  
(M.G.)

Bu çalışmada Error Correction Code  
kullanmakta zorlandım. Çünkü bazı şeyleri  
anlamıyordum. (D.G.)

Bu çalışmada zorlandığım yerler oldu.  
Bunlardan birisi arkadaşlarıma Writing Criteria'da  
puan vermekte zorlandım. (A.T.)

**QUESTION 6: Would you like to pursue this study in the future? Why?**

Bu tür çalışmayı gelecekte yapmak  
isterim çünkü bu çalışma "adını eşitlereli".  
(M.G.)

Bu çalışmayı gelecekte yapmak istiyorum çünkü  
gelecekteki hayatımı düzenleyecek. Bir şey "öğütür".  
(N.A.M.)

Evet. Çünkü bu çalışma, beşgünlüğü  
değerlendirmeye de yarar. (D.B.)

İsterim çünkü İngilizce  
paragrafında ilertiyorun  
(I.T.)

## APPENDIX T

### Writing Scores of the Two Groups (graded by the teacher)

#### Experimental Group

	I.	II.	III.	IV.	FINAL	AVERAGE
A.G.	81.3	93.8	96.9	96.9	90.6	91.9
A.T.	96.9	100	100	96.9	93.8	97.5
B.U.	93.8	93.8	93.8	100	96.9	95.6
B.Y.	93.8	93.8	93.8	93.8	93.8	93.8
D.Ç.	81.3	90.6	87.5	84.4	68.8	82.5
D. G.	90.6	100	98.4	93.8	96.9	95.9
E.Y.	93.8	100	100	87.5	75	91.3
F.S.	71.9	84.4	84.4	71.9	84.4	79.4
I.T.	90.6	96.9	93.8	90.6	75	89.4
M.A.M.	100	96.9	96.9	96.9	93.8	96.9
M.Ç.	100	100	96.9	93.8	93.8	96.9
Z.A.	100	96.9	96.9	96.9	90.6	96.3
Z.K.	96.9	100	96.9	93.8	90.6	95.6
<b>AVERAGE</b>	<b>91.6</b>	<b>95.9</b>	<b>95.1</b>	<b>92.1</b>	<b>88</b>	<b>92.5</b>

#### Control Group

	I.	II.	III.	IV.	FINAL	AVERAGE
A.H.	90.6	100	100	93.8	96.9	96.3
B.A.	93.8	87.5	81.3	71.9	65.6	80
B.D.	96.9	100	100	96.9	93.8	97.5
C.K.	96.9	100	100	96.9	96.9	98.1
D.O.	100	100	100	96.9	93.8	98.1
D.G.	87.5	93.8	87.5	81.3	90.6	88.1
E.L.	87.5	71.9	84.4	62.5	75	76.3
G.E.	84.4	93.8	93.8	90.6	93.8	91.3
M.A.	62.5	81.3	59.4	62.5	59.4	65
S.R.	90.6	100	100	93.8	100	96.9
T.Y.	96.9	100	90.6	93.8	93.8	95
U.B.	93.8	93.8	93.8	90.6	75	89.4
<b>AVERAGE</b>	<b>90.1</b>	<b>93.5</b>	<b>90.9</b>	<b>85.9</b>	<b>86.1</b>	<b>89.3</b>

## APPENDIX U

### *Letter given to the school principal of Bilkent Primary School, for permission to lead the study*

Dear Mrs.Kerman,

As you are aware, I am currently enrolled in the MA ELT Program at Middle East Technical University (M.E.T.U.). I am conducting a study for my MA thesis about the effects of peer review on young learners in writing. Writing is one of the most important skills in language teaching. It takes a major part of our school's English Curriculum. As a school we aim to develop our students' writing abilities along with the other skills. Peer review is a part of writing which is being applied in the upper primary English lessons of our school. At the time being it is not within the scope of lower primary English lessons.

My desire is to see if peer checking is also manageable for lower primary students and effective on their writing skills. For this reason I have intentionally chosen this as my M.A. thesis study.

Since Grade 4 Curriculum dictates we spend at least two class hours a week doing writing, my research will not disrupt the flow of the curriculum. Rather, it will enhance it because, students will be developing their learning independency and writing skills. It will also help in curriculum development in the coming years. I would kindly request your permission for me to conduct my study.

Yours Sincerely,  
Ebru KUTLUK