AN INVESTIGATION OF A COMPLEMENTARY
FEEDBACK MODEL FOR L2 WRITING:
PEER AND TEACHER FEEDBACK VERSUS TEACHER FEEDBACK.

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Approval of the Graduate School of Social Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

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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 Doctor of Philosophy.

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ABSTRACT

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This study aimed at developing a complementary peer-teacher feedback model, in which students and teachers share the responsibility of providing feedback in a systematic way and testing its effectiveness. The effectiveness of the developed feedback model on improving students' writing ability was tested in the context of a multiple draft writing course which followed a process approach with 57 preparatory class students at Karadeniz Technical University, Department of English Language and Literature for a period of 15 weeks (a semester). The study was designed as an experimental study in which the experimental group students were provided feedback through a complementary peer-teacher feedback model and the control group students were provided feedback through full teacher feedback. The two groups were compared in terms of their revisions, their essay scores and their attitudes towards feedback and writing. Both qualitative and quantitative data were collected through revision coding, a pretest and posttest on writing ability, two questionnaires and student reflections. The results revealed that although the traditional full teacher feedback model created more revisions on the whole, the two

models did not create a difference in terms of revision quality or writing improvement between the two groups. On the other hand, the complementary peer-feedback model was found more successful in creating positive attitudes towards peer feedback and self-correction but no differences were observed in students' perceptions of the difficulty of writing skill. Some recommendations are made for the design and implementation of feedback activities in writing classes.

Key Words: Process Approach, Peer Feedback, Teacher Feedback, Revision, Drafting, L2 Writing

ÖZ

İKİNCİ DİLDE YAZMA BECERİSİ ÖĞRETİMİNDE
TÜMLEYİCİ AKRAN VE ÖĞRETMEN DÖNÜT MODELİ
ÜZERİNE BİR ARAŞTIRMA: AKRAN VE ÖĞRETMEN DÖNÜTÜ VEYA
ÖĞRETMEN DÖNÜTÜ

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Bu çalışmanın amacı öğrencilerin ve öğretmenlerin dönüt verme sorumluluğunu sistemli olarak paylaştıkları bir akran ve öğretmen dayanışmalı dönüt modeli geliştirerek bu modelin etkinliğini değerlendirmektir. Geliştirilen akran ve öğretmen dayanışmalı dönüt modelinin öğrencilerin yazma becerilerini geliştirmeleri üzerindeki etkisi, süreç yaklaşımı izlenen ve çoklu taslak yazımı yapılan bir yazma becerisi dersi kapsamında, Karadeniz Teknik Üniversitesi, İngiliz Dili ve Edebiyatı Bölümü'nde 57 hazırlık sınıfı öğrencisiyle 15 hafta (bir yarıyıl) süresince denenmiştir. Çalışma, deney grubu öğrencilerine akran ve öğretmen dayanışmalı dönüt modeli izlenerek dönüt verilirken, kontrol grubu öğrencilerine sadece kapsamlı öğretmen dönütü verilen deneysel bir çalışma olarak tasarlanmıştır. İki grup, yaptıkları düzeltmeler, yazılardan aldıkları notlar ile yazma becerisi ve dönüte yönelik tutumları açısından karşılaştırılmışlardır. Çalışmada, düzeltme kodlaması, yazma becerisi üzerine bir ön test bir son test, iki öğrenci anketi, yazılı öğrenci görüşleri ve öğretmen görüşmeleri kullanılarak hem niceliksel, hem de niteliksel veriler toplanmıştır. Çalışmanın sonuçları göstermiştir ki, geleneksel öğretmen dönütü modeli genel anlamda daha fazla düzeltme yapılmasını sağlarken, iki farklı dönüt uygulaması düzeltme kalitesi ve yazma becerisi gelişmesinde istatistiksel açıdan anlamlı farklar ortaya çıkarmamıştır. Bununla birlikte, akran ve öğrenci

dayanışmalı dönüt modeli, öğrencilerde akran dönütü ve kendini düzeltme konularında olumlu tutumlar oluşturması açısından daha başarılı bulunmuş, ancak yazma becerisinin zorluğuna yönelik tutumlarda fark saptanmamıştır. Bu sonuçlara dayanarak, yazma becerisi derslerinde dönüt uygulamalarının tasarlanması ve uygulanması ilişkin önerilerde bulunulmuştur.

Anahtar kelimeler: Süreç Yaklaşımı, Öğretmen Dönütü, Akran Dönütü, Düzeltme, Taslak Yazma, İkinci Dilde Yazma

To My Children Doğa and Arda

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CHAPTER I

INTRODUCTION

This chapter consists of three sections. The first section provides background information to the study. The second section introduces the purpose of the study and the research questions. Finally, the third section explains the significance of the study.

1.1 Background to the Study

As one of the productive language skills, writing has gained a higher status in second language teaching and writing skill has become an important component of ESL programs today. However, it has reached its current status gradually. Writing was regarded as secondary to speech in the 1950s and 1960s under the influence of the audio-lingual approach (Raimes, 1983). With the developments in ESL, the teaching of writing moved from being a controlled mechanical activity to a free activity regarded as one that is complex, recursive and creative with the current process approach to writing. Having developed relevant writing skills has become a requirement of the academic environment for today's university students because most communication of ideas through projects, reports and exam papers is done in written form. Thus, it is inevitable for a university student to develop appropriate writing skills to gain academic success. For this reason, teachers and institutions are forced to find ways to equip students with appropriate writing abilities. With this need in mind, the current study will attempt to develop and test the effectiveness of a complementary feedback model on developing students' writing abilities.

Writing in a second language presents a great challenge for all nonnative students of English as well as Turkish university students for several reasons because they not only have to adjust to the conventions of writing in a second language, but also have to cope with problems of language as well as content and organization owing to the multifaceted nature of writing itself. Although students receive

instruction on writing and practice writing skills, their development is most of the time not very satisfactory. The writing classes offered usually do not follow the process approach due to time constraints and high workload of writing teachers. Thus students do not need to review their written work and this leads to the repetition of same errors in language use, content and organization.

At the Department of English Language and Literature at Karadeniz Technical University (KTU – DELL) writing is a skill which all students are expected to develop gradually from first writing paragraphs, then essays and long projects as requirements for various classes and finally to the level of writing a graduation thesis for their BA degree in the course of five years including an English preparatory year. The students need to develop good writing skills because most of the classes in the department starting from the freshman level require written projects.

There are three writing courses: one introductory writing course in the preparatory class, one expository writing course in the first year and an academic writing course in the second semester of the third year. Although students receive three courses in writing, it is hard to say that they develop their writing skills at the desired level. According to the researchers own observations in her preparatory class writing course and interviews with the other two writing teachers at the department, students come to university with a limited knowledge of writing conventions and "…need to learn all aspects of writing from sentence writing to essay writing and from coherence to unity and also mechanics" (Interviewee 1, 2008). Colleagues teaching writing also think that their students benefit from teacher feedback. One of the colleagues reported having employed both peer and teacher feedback and that he thought students benefited from both types of feedback. Although interviewee 2 has only employed teacher feedback, he thought that if students learnt how to do it, peer feedback would be useful and would reduce the workload of the teacher as well.

The students at the KTU-DELL display several problems when the skill of writing is considered. Firstly, they seem to be over-reliant on the teacher for any suggestions for improvement during the process of writing. As can be understood from the interviews with other colleagues, teaching writing using peer feedback has not yet become a natural component of the writing courses taught at the department.

One way of decreasing the level of reliance on the teacher as the only

audience and source of suggestions is to employ peer feedback. Peer feedback can improve collaboration between students and provide a sense of audience other than the teacher. However, when asked to provide feedback for peers and engage in self-correction, it was observed that students usually focused on the local issues of writing, those of language, and not on the global aspects of writing such as development of ideas, audience and purpose, and organization which affect the overall quality of a text in terms of expression of ideas. This is parallel to the observations of researchers. As White and Arndt (1991) argue, most of the time for students "…checking one's work is equivalent to looking for mistakes – mistakes of spelling, punctuation, grammatical structure, word order and so on" (p.117).

This emphasis on language prevents students from developing good writing skills at the global level. However, although students tend to think revision means grammar correction only, the value of grammar correction for the development of writing quality is also a debated issue on which a consensus has not been reached yet (Ferris et. al., 1997; Ferris, 1999; Truscott, 1999). According to White and Arndt (1991), a more important aspect to be checked especially at the drafting stage is "underlying coherence" of the text. Therefore, teachers have to find ways of making students shift their focus from the linguistic aspects of writing to the areas of writing relating content, and organization.

Secondly, students seem to be reluctant to spend effort in order to improve their written work by searching for better ways of expressing ideas. They tend to stick to the first draft and make only minor changes to it, which do not improve the content of the text very much. Especially the weaker students see writing activity as a burden and try to hand in short papers which do not contain any original ideas and do not take any risks in terms of vocabulary choice and sentence structures. They only want to use those language devices which they are quite familiar with but do not want to try and search new ways of expression. Another aspect of writing students do not want to change is the organization of their text. The flow of ideas they use at the first draft of an essay usually stays the same even though it may be inappropriate. Employing a multiple draft procedure and a combination of teacher and peer feedback which is indirect may change this loyal attitude of students to their texts and motivate them to take more risks in order to improve their written work.

Feedback is an essential and indispensable part of L2 writing. The importance

of feedback has grown with the introduction of a process approach to L2 writing, because such an approach does not view writing in a product oriented way but focuses more on what happens during the writing process. From the moment writers set pencil on paper until they write their final draft, they use some kind of feedback to improve the quality of their writing. This feedback can come in the form of teacher feedback, peer feedback or even self critique. Without feedback, no matter from which source, it would be very difficult for writers to decide how and what to revise in their texts. Peer feedback can also be approached from a Vygotskian (1987) perspective which values collaboration as a valuable tool for helping learners to reach their full potential. In the following quotation, Vygostky explains the value of collaboration in children's learning which could also be translated into the broader context of education:

> We said that in collaboration the child can always do more than he can independently. We must add the stipulation that he cannot do infinitely more. What collaboration contributes to the child's performance is restricted to limits which are determined by the state of his development and his intellectual potential. (p.209)

In the context of writing classrooms, Di Pardio and Freedman (1988) suggest an ideal classroom environment in the light of Vygotskian perspective of individual development as such:

> A cooperative environment wherein power is productively shared – a classroom that could more properly be called a resource room, its teacher more properly a knowledgeable coach, its students more properly one another's colleagues. Learning in such an environment becomes less a matter of following teacher's directives and more a matter of teachers and students mutually engaged in talking and reading and writing, in giving and receiving feedback across varied audiences and at varied points in the writing process. (p.144)

Although it is a challenge to create a fruitful environment of peer feedback, if done properly, peer feedback activities have several benefits for L2 writers. First of all knowing that their work is going to be read by someone other than the teacher would create a sense of audience in the student writer and thus would make the writing activity a more authentic one. This consciousness would create a "psychological spur to greater effort" (White and Arndt, 1991, p.117).

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Another benefit of giving and receiving feedback from peers according to White and Arndt is that this will eventually help students develop their capacity for self assessment. This capacity can grow in part for the fact that students are given the power to decide whether a text fulfils its intended purpose or by being asked to give peer feedback. In a way, through the peer feedback mechanism, the teacher is sharing the power to critique students' written work with the students.

At KTU–DELL, in order to develop writing skills and increase students' consciousness about the complex nature of writing, students need to be made more responsible for their own writing. It has been proposed in the study that following the process approach and employing peer feedback would increase the autonomy of the students in the writing classroom, decrease reliance on the teacher for feedback and thus develop students' responsibility for their own learning. Before the study was conducted, although one of the other writing teachers and the researcher employed peer feedback from time to time, it was not structured and it was not used on a regular basis as a component of the writing class. In one writing class, peer feedback was not used at all although the writing teacher thought it could be beneficial. Thus, students largely relied on teacher feedback for improvement. Additionally, initial attempts for employing peer feedback in the KTU – DELL researcher's freshman level writing classes were not fruitful at the desired level in several aspects. Because students were not trained in giving feedback and because they did not have enough structured practice, several problems were observed with the quality and quantity of peer feedback.

The problems in feedback were seen in areas such as the amount of feedback provided by students for each other, the resulting revisions after the feedback was received, the improvement in the quality of the writing after feedback sessions and the attitude of students towards peer feedback. As for the amount of feedback, students usually tended to keep their comments to a minimum saying or writing as little as possible. The resulting revisions consisted usually of local level corrections such as those of wording, grammar and punctuation.

These observations are parallel with research attempting to characterize unskilled second language writers. Raimes (1985) discusses the differences between skilled and unskilled writers and states that unskilled writers take less time to plan, and that their plans are less flexible than skilled writers, that when they review their

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work and make changes, they usually correct surface level errors and once they put ideas on paper, they seldom rework them and as a result their final draft resembles greatly their first draft. Although the researcher attempted to conduct structured peer feedback by using peer feedback checklists, the amount of feedback given especially for the global aspects of content and organization was not at a satisfactory level and the peer feedback did not improve beyond the point of detecting and correcting surface level language problems.

The problems in the quality and quantity of peer feedback may be due to the procedure used in peer feedback, for example, the guiding questions used in the checklists may not be adequate to deduce long, detailed answers. On the improvement of peer feedback, Nilson (2003) argues that the problem with peer feedback is that the feedback questions used are usually judgmental and that students may lack the disciplinary background to know how to give helpful feedback. Usually, students are asked to provide judgments on the quality of each other's work with the feedback questions and this causes "the intrusion of students' emotions into the evaluative process" (p. 35). Alternatively, according to Nilson, students should be asked simply to identify parts or features of the work and to provide their personal reactions to them.

A more rational and principled approach to preparing questions for peer feedback which would create objective, informative and thorough responses could be helpful for making peer feedback more fruitful. With this in mind, the researcher developed feedback checklists which aimed at getting the most out of the peer feedback activities. The checklists were tested with a group of 1st year students and compared with traditional checklists and the comparison was in favor of the new type of questions which required more detailed answers. These checklists were then developed in order to be used in the current study. The other reason for the problems in peer feedback may be due to the lack of training and practice in giving and receiving feedback. Thus, the current study started with a peer feedback training session and peer feedback was made a natural and indispensable component of the writing course.

1.2 The Study

The aim of this study was to create a model of feedback in which peers and teachers complement each other in providing feedback and test the effectiveness of this model of feedback on the revision processes, writing development and attitudes of students in the context of an introductory writing course which follows a multiple draft process approach. It is reflected in the literature that the systematic use of peer feedback has several benefits such as increasing students' autonomy in learning and capacity for self assessment (White & Arndt, 1992), making students more critical towards their own as well as peers' written work (Rollinson, 2005) and creating a sense of audience other than the teacher (Scardamalia et. al. ,1984). Studies to date have studied the effects of peer feedback or teacher feedback in isolation from each other or have compared them with each other. This study attempts to test the effectiveness of a combined model of peer and teacher feedback in which two parties share the responsibility of providing feedback on various components of writing.

With respect to the benefits of peer feedback expressed in the literature, it was expected that using peer feedback and teacher feedback in a complementary way would have positive effects on students' writing development, revising behavior and attitudes towards peer feedback. The study was designed as an experiment in which an experimental and control group were assigned to two different feedback conditions: full teacher feedback on all three areas of form, content and organization in the control group and complementary peer-teacher feedback in the experimental group in which form feedback was provided by the teacher and content and organization feedback was provided by peers.

The experimental and the control groups were compared in terms of the following: the types and numbers of revisions made as a result of the feedback condition, the quality of revisions made as a result of the feedback condition, the writing improvement as measured by a pretest and posttest and attitudes towards writing and feedback gathered through questionnaires and student reflections. The study investigated the following research questions:

1. Which feedback model, full teacher feedback or complementary peer-teacher feedback, creates more revisions on student drafts?

a) Which type of feedback model, full teacher feedback or complementary

peer-teacher feedback, creates more form changes?

b) Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, creates more content changes in student writing?

c) Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, creates more organizational changes in student writing?

2. Is there a relationship between number and types of revisions and achievement in writing?

a) Is there a relationship between total number of revisions and achievement in writing?

b) Is there a relationship between the number of revisions on form and achievement in writing?

c) Is there a relationship between of revisions on content and achievement in writing?

d) Is there a relationship between the number of revisions on organization and achievement in writing?

3. If there is no relationship between number and types of revisions and achievement in writing, then is there a relationship between the quality of revisions and achievement in writing?

4. Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, affects overall writing quality more positively?

5. Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, creates more positive attitudes towards feedback and towards writing?

1.3 Purpose of the Study

The need for improvement of the writing skills of students at the KTU DELL and the possibility of a contribution of peer feedback to such an improvement made it necessary to develop a working model of feedback to be used in writing classes. Rather than using peer feedback occasionally, including it in a structured way in the writing class, thus making it a natural component of the writing class was necessary. With this aim in mind, the researcher developed and evaluated the effectiveness of a

complementary feedback model in which teachers and students shared aspects of writing to be dealt with when giving feedback.

The first purpose of the study was to test the effectiveness of using a complementary model of feedback on students' writing achievement. Studies to date have investigated the effects of peer (Berg, 1999; Min, 2006), and teacher feedback (Paulus, 1999, Ashwell, 2000; Ferris, et.al., 1997), in isolation from each other as two distinct modes of feedback. However, the reality is that in the L2 writing classroom, these types of feedback, which is teacher feedback and peer feedback, assist and complement each other. There is a need for studies on the effect of a combined model of peer and teacher feedback in which students are carefully geared towards those components of writing which they normally fail to focus on if no guidance is provided and in turn teachers focus on the remaining components.

Secondly, the study aimed at making students more conscious about peer feedback by providing them with systematic experience. The complementary feedback model which was developed for this study is a carefully designed combination of teacher feedback and peer feedback in which the areas of writing that each party focuses on was predetermined. Students were given the responsibility for providing content and organization feedback and the teacher was given the responsibility of providing form feedback. This predetermination rested on information gathered through a pilot peer feedback session in which students were asked to give peer feedback to their peers freely. In the pilot feedback session, it was observed that in accordance with the literature on peer feedback, the students regarded giving feedback as detecting mistakes of grammar and punctuation and were reluctant to make content specific comments or comments on the organization of ideas. It was also observed that students did not seem to rely on peer feedback especially when it was concerned with grammar and frequently challenged the peer feedback. This lack of trust was caused by the fact that students did not think peers were knowledgeable enough about grammar to provide feedback on it. However when peers commented on the content and organization of the essays, this kind of feedback was not challenged or rejected as it does not require expertise on language use or grammar. Depending on these observations, the researcher decided to assign content and organization feedback to students and form feedback to the teacher in order to make the complementary peer-teacher feedback model as fruitful as

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possible.

Thirdly, the study aimed at decreasing students' reliance on the teacher for feedback and thus making them more self-sufficient and autonomous learners. The teacher feedback provided to the experimental group students in the present study was kept limited to structure and mechanics in order to decrease the reliance of students on the teacher.

In the present study, KTU-DELL students were encouraged to employ peer feedback after being provided training through teacher conferences and peer feedback practice sessions. Although peer feedback is a somewhat tricky component of L2 writing because there is a lack of student self reliance, studies (Nelson and Murphy, 1993; Berg, 1999; Min 2006) have shown that with proper training, students can provide quality feedback for each other and their attitudes towards feedback can change.

To ensure the quality of peer feedback, students were provided peer feedback training prior to the study. The effectiveness of peer feedback in writing development has attracted researchers' attention and various studies have investigated ways which would increase the effectiveness of peer feedback. One way of improving the quality of peer feedback was found to be providing proper training (Mc Groarty and Zhu, 1997; Şengün, 2002). In the light of the literature, in the present study, KTU –DELL students were encouraged to employ peer feedback after being provided training through teacher conferences and peer feedback practice sessions. The training was carried out by first providing information about feedback and peer feedback. Students were given a handout which explained what peer feedback means. The handout also contained consciousness raising information about what aspects of writing to focus on when giving feedback to peers. They were told that they should not only pay attention to grammar spelling and punctuation but also to the content and organization of the text. The teacher also explained these facts while students followed. Then students were given two peer feedback tasks. In the first task, they read a student paper and discussed points to consider when reviewing this paper. The whole class came up with a list of points to consider, then with these points they approached the text and made comments about it. In the second task, they read a student paper and answered questions regarding the content and organization. After answering the questions, students were asked to give suggestions for improvement

and rewrite the text with their suggestions in mind. After the peer feedback sessions were completed and students' questions about peer feedback answered, they were familiarized with the complementary feedback model and the model was implemented.

Another purpose of the complementary feedback model employed in the study was making peer feedback more fruitful for students in terms of the amount of feedback given to peers and the amount and quality of resulting revisions. With this purpose in mind, the peer feedback was systematized by using checklists designed for each assignment. The checklists aimed at reminding students of the various aspects of writing such as content and organization. In this way, students were provided guidance so that they could be prevented from focusing on certain aspects of writing while ignoring others. By systematizing the peer feedback and by determining its focus properly, the expectation was that peer feedback could be made more effective. By defining the levels at which teachers and students give feedback, it was expected that the peer feedback could be made more focused and specific.

Finally, the study aimed at helping students develop a positive attitude towards peer feedback as a useful activity, which helps both the student giving the feedback and the student receiving the feedback to develop as student writers. It was investigated in the study whether using peer feedback systematically would create any changes in students attitudes towards peer feedback.

1.4 Significance of the Study

The findings of this study may offer a useful alternative to the traditional teacher-centered writing classroom for the department members at KTU-DELL as well as other tertiary level institutions who seek change in their EFL writing courses by providing a working model of feedback. Although most language programs and English Departments in Turkey offer expository writing skills courses as part of their curriculum, it is questionable how successfully students can transfer the skills they have mastered in these courses to more advanced writing tasks which are required of them during their subsequent university education. These courses are often characterized by a dependence on the teacher for providing all kinds of feedback and guidance. On the other hand, students generally adopt a more passive role and

gradually become more and more dependant on the teacher. Among the writing teacher's responsibilities, providing feedback is the most time consuming and cognitively challenging one. In a traditional teacher-centered writing course, all feedback is provided by the teacher. However, in current methodologies of writing instruction such as the process approach, other types of feedback like peer feedback and self-correction also play an important role. Being a relatively new department with a history of ten years, KTU-DELL has a small group of dedicated instructors, who have a considerable workload. With the additional responsibility of providing all kinds of detailed feedback, the instructors' task is very hard. Employing process approach and a model of feedback offered in this study in which students and the writing teacher share the responsibility of providing feedback would decrease the burden of the writing teachers.

Considering that it is an experimental study, this research can also provide important insights into the effectiveness of peer feedback in improving students' writing skills. Instructors at KTU-DELL thought that students' development in writing skills was not at the desired level. This lack of development could be due to students' over reliance on the teacher for guidance which could have eventually led to a lack of self-confidence and appropriation of teacher expectations.

Particularly, KTU-DELL is a department which prides itself on providing a student-centered teaching program. One aim of the program offered at the department is increase student autonomy. Nevertheless, it was observed through interviews with colleagues that peer feedback or self-correction were not used as a regular component of writing courses. Both instructors' and students' attitudes towards peer feedback were, however, found to be positive. So, there was a high possibility that in the planning of future writing courses, instructors would be willing to include peer feedback as a regular component if they were provided with the means of using it effectively.

1.5 Definition of Terms

The operational definitions of some of the commonly used terms in the study are as follows:

Complementary feedback: Complementary feedback is a term used to refer to the

model of feedback employed in the study in which teacher and peer feedback complement each other. The tasks of providing feedback on three main components of writing, namely form, content and organization, were distributed to the teacher and peers in the following way: peers provided feedback on content and organization and the teacher provided feedback on form.

Content feedback: Content feedback was used to refer to feedback provided on the ideas presented by the student writers in their essays such as the following: requests for clarification of an idea, addition of an explanation or example to make an idea clear, or deletion of repeated ideas.

Organization feedback: Organization feedback was used to refer to feedback concerning the order in which sentences and paragraphs are written such as feedback about whether certain information presented belongs to the place where it is presented in the essay. While providing organization feedback, for example, the reviewer can ask the student writer to move some information presented in the introduction of an essay to the body of an essay if the reviewer thinks that the information belongs to the body not the introduction.

Form feedback: Form feedback was used to refer to feedback concerning language use, vocabulary use and punctuation.

Revision: Revision was used in the study to refer to changes that could be observed between subsequent drafts of student essays. For categorization of revision, firstly three broad categories of revision, namely form, content and organization were used. Secondly, a more detailed categorization was used according to the Faigley and Witte's (1981) Taxonomy of Revisions. The definitions of terms related to revisions are as follows:

Content revision: Content revisions refer to revisions concerning the presentation of ideas in an essay such as providing an explanation for an idea, providing an example to illustrate an idea, deleting an idea which is irrelevant to the topic, deleting an idea which is repeated or adding a necessary point which has not been expressed.

Form revision: Form revisions refer to any changes made between subsequent drafts by the students concerning language use, vocabulary use and punctuation.

Organization revision: Organization revisions refer to any changes made between subsequent drafts by the students concerning the order in which ideas are presented in the text, construction of paragraphs and their ordering. For example, moving a

sentence from introduction to the body would be considered an organizational change.

Substitution: A substitution refers to a change which involves exchanging one term with another term with a similar meaning. Faigley and Witte (1981) explain substitution as follows: "Substitutions trade words or longer units that represent the same concept. For example: out-of-the-way spots => out-of-the-way places." (p. 403)

Permutation: A permutation is defined by Faigley and Witte (1981) as follows: "Permutations involve rearrangements or rearrangements with substitutions. For example: springtime means to most people => springtime, to most people, means." (p.403)

Distribution: Distributions are defined by Faigley and Witte (1981) as follows:

> Distributions occur when material in one text segment is passed into more than one segment. A change where a writer revises what has been compressed into a single unit so that it falls into more than one unit is a distributional change. For example: I figured after walking so far the least it could do would be to provide a relaxing dinner since I was hungry. => I figured the least it owed me was a good meal. All that walking made me hungry (p.403).

Consolidation: A consolidation change occurs according to Faigley and Witte (1981) when:

> ...elements in two or more units are consolidated into one unit. For example And there you find Hamilton's Pool. It has cool green water surrounded by 50-foot cliffs and lush vegetation. => And there you find Hamilton's Pool: cool green water surrounded by 50-foot cliffs and lush vegetation (p.403).

Writing Achievement: Writing achievement has been defined in the study with writing scores (seven essays, a pretest and a posttest) of students given by the writing teacher by using analytical scoring guidelines prepared with reference to TOEFL writing scoring guide (ETS, 2000). To illustrate, writing achievement consisted of achievement in several components of writing such as organization, content, style, grammar and vocabulary. Thus, for a student to display high writing achievement certain criteria had to be met at a satisfactory level. The scoring rubric designed for the study defined high writing achievement using the following writing skill definitions:

> Organization   : All parts of the essay are present. There is a ,

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well structured introduction, body and conclusion.

Content : The essay is completely related to the given topic. Has enough depth to interest the reader. Addresses all aspects of the given issue.

Style : The essay is free of spelling and punctuation mistakes, is well organized on paper and follows the format required. The essay has a relevant and interesting title.

Grammar : The essay has only few grammar errors that do not interfere with understanding. It displays effective control of sentence structure, verb formation, agreement of tenses, articles and pronouns.

Vocabulary : The essay displays variety and accuracy in word choice and correct word formation.

L2 Writing: L2 writing is used here in the sense O'Brien (2004) puts it in her review article as "encompassing two types of learners: those writing in a second language (SL) within the language of the community in which they live and those writing in a language to which they do not have daily access and which is therefore foreign(FL)". (p.1)

CHAPTER II

REVIEW OF LITERATURE

The following literature review first presents an overview of approaches to writing within a conceptual framework. Various approaches of teaching writing are discussed and a detailed overview of process approach to writing is presented. A discussion of the place of feedback in process writing follows. Finally, a review of empirical studies on respectively teacher feedback and peer feedback is presented.

2.1 Approaches to Second Language Writing

Writing is a multifaceted skill which involves many elements which impinge on each other. Several approaches have been employed in the teaching of L2 writing since it has been recognized as a separate skill worth spending valuable class time to develop. Writing is an indispensable component of an academic environment because when engaged in writing, writers are not unconsciously putting words down on paper, at the same time they are continuously developing ideas, planning and changing plans about their ideas. In this way, writing also helps or teaches a writer how to think logically and how to compare contrast opinions and how to be critical of various points of view either of his own or others'. While explaining the act of writing as a process, Zamel (1983) also touches on the cognitive and creative aspect of writing:

> Through the act of writing itself, ideas are explored, clarified and, as this process continues, new ideas suggest themselves and become assimilated into the developing pattern of thought. Understanding that writing may be recursive, non-linear, and convoluted, writers are able to modify or even discard chunks of discourse or original plans as they review their writing, consider its function, and distance themselves from it in order to meet their readers' expectations (p.167).

In fact, writing is seen as important for the development of thinking and

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organizational skills of second language writers as well as helping them to test hypotheses about the new language providing a time to process meaning in a less stressful way compared to oral production (Kern, 2000).

Figure 2.1 below shows all the elements of writing that writers have to deal with when they set out to produce a text. As can be seen from the diagram, in order to develop a text which clearly, fluently and effectively communicates the writer's ideas, the writer has to pay attention to all aspects of the writing activity from syntax, grammar, word choice and punctuation to content, organization, audience and purpose. Each of the approaches to L2 writing to date has emphasized one of the many elements involved in the production of a piece of writing.
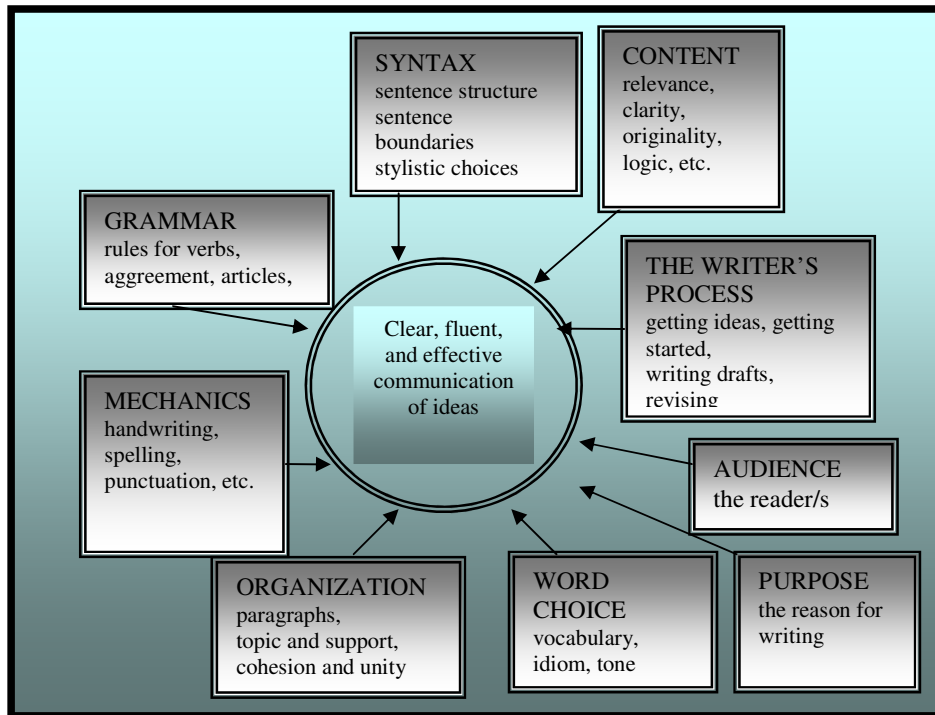
Figure 2.1 Producing a Piece of Writing
Source: Raimes, A. (1983). *Techniques in Teaching Writing*. **Oxford: OUP, p.6**

2.1.1 The Controlled Composition Approach to Teaching Writing

One example of traditional text-oriented approaches to second language writing is the controlled composition approach of the 1950s and 1960s, which focused mostly on the accuracy: grammar, syntax and mechanics rather than fluency

or originality (Raimes, 1983; Celce-Murcia, 1991). It was informed by a behavioral, habit-formation theory of learning. Such a view puts form in the center and disregards other elements of writing such as context and the writer because activities do not go beyond sentence level. This traditional view of writing represents a kind of writing activity which is merely an extension of grammar and in which writing is strictly controlled by using exercises such as combining and substituting sentences whose aim was to teach students sentence structures and diminished the probability of making mistakes (Matsuda, 2003). However, it was soon realized that controlled-composition exercises failed to help students to produce original sentences or free-compositions, which led teachers to move away from "rigid structural guidance" (Matsuda, 2003, p.20).

2.1.2 The Free-writing Approach to Teaching Writing

Introduced as an extension of existing principles of second language pedagogy, which were the oral approach and the audio-lingual approach to the teaching of second language writing, the free-writing approach to second language writing emphasized content and fluency over form (Matsuda, 2002). The practice in writing classes following this approach was to encourage students to produce as much writing as they can without a focus on form because the main purpose was to give as much practice to students as they can so that they will overcome the difficulty of getting started eventually and get over their fear of putting ideas on paper (Raimes, 1983). Students reading aloud their texts to class was another common practice which brought the element of audience into the writing activity. Any corrections on grammar, organization or other aspects of writing were to follow the activity of putting ideas down on paper.

2.1.3 The Paragraph Pattern Approach to Teaching Writing

Matsuda (2002) argues that the major weakness of both controlled composition and free composition was their focus on sentence level structures. An alternative to these approaches was to take the composition activity one-step forward, that is, to the paragraph level in line with the developments at the research

field where analysis of linguistic structure was extended to the paragraph level by composition specialists such as Francis Christensen in the 1960s (Matsuda, 2002). With this extension, another aspect of writing organization started to be emphasized by the paragraph pattern approach. The practice was usually analyzing a model passage and imitating its organizational pattern. Paragraph-pattern approach also reflected a traditional approach to writing. Such an approach has also been labeled as "the product approach" (Celce-Murcia 1990, p.246) because although this approach seemed to give importance to the organizational aspect, the main focus was still on the finished product.

2.1.4 The Grammar-Syntax-Organization Approach to Teaching Writing

The Grammar-Syntax-organization approach could be classified as a text oriented approach. It brought together the concerns of form, organization and purpose. Each writing task, depending on its purpose required the use of certain language forms.

The grammar-syntax-organization approach attempted to teach organizational patterns for certain kinds of writing tasks together with the language structures necessary to express the message (Raimes, 1983). However, it can still be argued that this kind of approach to writing is mechanical and restricted and gives too much importance to form.

2.1.5 The Communicative Approach to Teaching Writing

The communicative approach to teaching writing can be regarded as a reader-oriented approach since this approach emphasizes the interaction between writers and readers. The importance of interaction in the production of a text emerges from the idea put forward by Martin Nystrand (cited in Hyland, 2002) that: "the success of any text is the writer's ability to satisfy the rhetorical demands of readers by embedding his or her writing in a non-local discourse world"(p.34).

In the communicative approach other than the only audience as the teacher, the student writers have to produce for different groups of readers such as their classmates who "…respond, make comments, rewrite in another form, summarize, or

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make comments – but not correct."(Raimes, 1983, p. 9) or readers specified by the teacher outside the classroom. The presence of an audience other than the teacher creates a context for students according to Raimes (1983) in which: "to select appropriate content, language, and levels of formality." (p. 9)

2.1.6 Process Approach to Teaching Writing

Until the 1970s, most writing approaches were text-oriented and focused mostly on characteristics of the written text. Zamel (1976) criticized writing classes in the 1970s for:

- paying too much attention to control and guidance although grammar exercises were rejected for not having much to do with the act of writing.
- providing inadequate practice which is nothing more than translation and substitution drills that have very little to do with the creative process of writing.
- the view of writing adopted which saw writing as habit formation under the influence of audio-lingual methodology and avoided error.
- the confusion of grammatical ability with writing ability.

Instead she suggested using drills at the rhetorical level, not at the grammatical level and emphasized organization, style and rhetoric as "crucial aspects of skill in writing" (p.69). The concept of process writing in L2 was first introduced by Zamel (1976,) who believed that an emphasis on the process of writing would be beneficial for L2 writers as well as L1 writers:

> Finally, teachers of writing, whether ESL or English, should continuously strive to provide that instruction which best meets the real needs and abilities of individual students. While this instruction might still entail some indirect teaching concerning particular structural problems, language study and rhetorical considerations, the primary emphasis should be upon the expressive and creative process of writing. The experience of composing could in this way have a purpose, that of communicating genuine thoughts and experiences. ESL students could begin to appreciate English as another language to use, rather than just a second language to learn. (p.76)

This view approached writing as a developmental activity in which there is a

process of development in both organization and meaning. Elements of writing such as invention strategies, writing multiple drafts and receiving formative feedback from various sources became important (Matsuda, 2003). Writing in process approach is seen as a problem-solving activity which is non-linear, exploratory and generative (Zamel, 1976) and as "recursive rather than uninterrupted and left-to right" (Emig cited in Hyland, 2002). Thus, the cognitive aspect of writing is also taken into consideration in the process approach.

Zamel (1983) points out that a pedagogy of writing which does not take into account the 'recursive' nature of writing cannot help unskilled and beginner writers to be explorative with ideas and such writers cannot change their initial plans and be flexible during writing. Thus, they cannot develop themselves at the desired level. Zamel's (1983) study in which she observed the composing processes of advanced ESL writers provides important insights into how similar proficient ESL writers are to native language writers in their approach to the development of ideas. She provides several important insights into the writing processes of advanced ESL writers. According to Zamel's observations:

- Brainstorming and note-taking continued even after the writing began and did not happen and finish like pre-writing activities.
- Revising continued all through the writing process.
- Students understood that writing entails thinking, writing and rewriting.
- All of the writers reread, evaluated their texts and seemed to be in interaction with their text, sometimes engaging in self-dialogue.
- More skilled writers were both aware of the recursive nature of writing and, unlike less skilled writers, were able to effectively show this understanding.
- Both skilled and less skilled writers paid attention to surface level issues and changes. However, more skilled writers were less concerned with surface level issues and during the writing and addressed them towards the end after addressing global issues first.
- Skilled writers spent more time on writing drafts.
- First drafts were written in the largest time, subsequent drafts required less time.

- Linguistic problems that may arise from writing in a second language concerned the students the least. Skilled writers did not let linguistic concerns get in the way while they were composing and used various strategies to note them and come back to them later.

As a result, Zamel suggests that teachers should allow their students to approach writing as a problem-solving activity by teaching them the relationship between ideas, forms and organization and showing genuine attention to their ideas before their form.

Raimes's (1985) observation of unskilled ESL students' writing support the findings of Zamel's study in that it lends support to the idea that the writing process is of a recursive nature. "The pattern that held for many, though not all, of these ESL writers was something like this: create text-read-create text-read-edit-read-create text-read-read-create text, and so on" (p.248).

Hyland (2002) provides an evaluative summary of process approaches to writing and argues that the process approaches have effected the teaching of writing in both L1 and L2 contexts, taken individual differences more seriously and provided a "useful corrective to earlier preoccupation with the accuracy of product outcomes" (p. 29). As Hyland also points out, the process approach differs from traditional text-oriented approaches to teaching writing with its assumptions about the nature of the writing activity. White & Arndt (1992) argue that "Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right" (p. 3) They also believe that for the development of writing, attention to meaning is more important than attention to form.

In an approach such as the process approach to writing, writers especially have to realize that whatever they put on paper initially is not the finished product and that they need to follow often repeated steps of drafting and revising in order to complete the process of writing. Although it has been criticized for overemphasizing psychological factors (Hyland, 2002), the process approach has provided an opportunity for a new understanding of writing which would not be possible through traditional product oriented approaches. Figure 2.2 is a representation of "the complex and recursive nature of writing" (p.3) as White and Arndt (1991) put it.
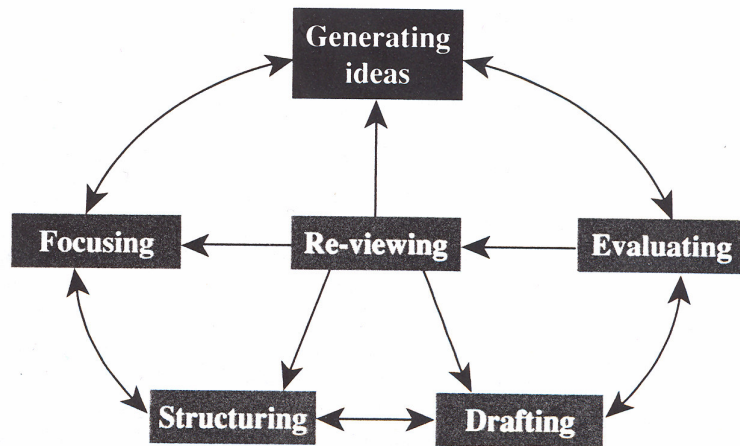
Figure 2.2 A Model of Writing.
Source: White, R. , Arndt, V. (1991). *Process Writing*. **London:**
Longman, p.4

The writing process which has been defined earlier in the discussion as recursive is no easy task, and sometimes it can be a boring one on part of the students due to lack of ideas. Students may report on their experience as not rewarding at the beginning but at the end because they find it difficult to start (White & Arndt, 1992, p.11). As one of the initial stages, idea generation is a crucial step in the writing process because during this step, the writer is still trying to discover a topic and identify a purpose. Depending on the type of activity, the writers have to tap their long-term memory. Activities that can aid this step are brainstorming, answering questions, using visuals and taking notes. As seen on Figure 2.2, after generating ideas, the writer has to focus, that is, decide upon a main idea or a viewpoint that will unify the text. The central idea, however, may not be clear at the beginning but may develop as the task of writing continues. For this reason, the writer can go back and forth between the two steps of generating ideas and focusing as indicated with a double sided arrow.

Structuring the ideas follows the step of focusing. White & Arndt (1992) describe structuring ideas as a crucial step because the remoteness of the reader from the writer forces the writer to make the message as clear as possible. That the writer has structured ideas once does not mean that the text has reached its final organizational pattern. Similar to other stages in the writing process, the structuring

step is also an on-going one, which means the writer can change initial decisions and continue by re-organizing content.

The drafting stage is when the writer moves from the so called pre-writing stages of generating ideas, focusing and structuring to actually writing a first draft. White & Arndt (1992) suggest that at the drafting stage readers should go through at least one 'write-revise-rewrite' cycle and produce three drafts, the last of which is the final draft. Although this may seem time consuming, with the increased utilization of the word processor in writing, the drafting stage has been considerably eased.

The last two stages in the writing process are those of re-writing and evaluating. Contrary to the belief of most students, the role of the student is not only to produce a text and then leave all the evaluation and critiquing to the teacher. In the process approach, students have to be made conscious that they need to evaluate and re-view their own product and be their self-critic. After an initial evaluation, if the writer and teacher reach the decision that there is room for improvement, they can go to the re-viewing stage and as required backwards in the process towards other steps. If the writer has to write an additional draft, he/she may go back to the drafting stage. If the writer has to reconsider the main idea, he/she may go back to the focusing stage. If the writer has to reconsider the ordering of ideas, he/she may go back to the structuring stage. Thus, the cycle will be completed when the text reaches a satisfactory state.

As a conclusion, a close examination of Figure 2.3 shows that what makes process approached different from traditional approaches to teaching writing is its realization that writing is a cognitive activity which involves critical thinking and that it is not linear but includes many steps which are recursive. These steps include discussion, writing multiple drafts and carrying out multiple sessions of both self-evaluation and peer evaluation of the text. Although they may seem time consuming at first, these activities contribute greatly to the development of critical thinking of the students as well as their writing skills development. The steps of writing summarized above in Figure 2.3 are indispensable features of the process in which a text develops.

Typically, the activities in a process writing class would be sequences as follows:
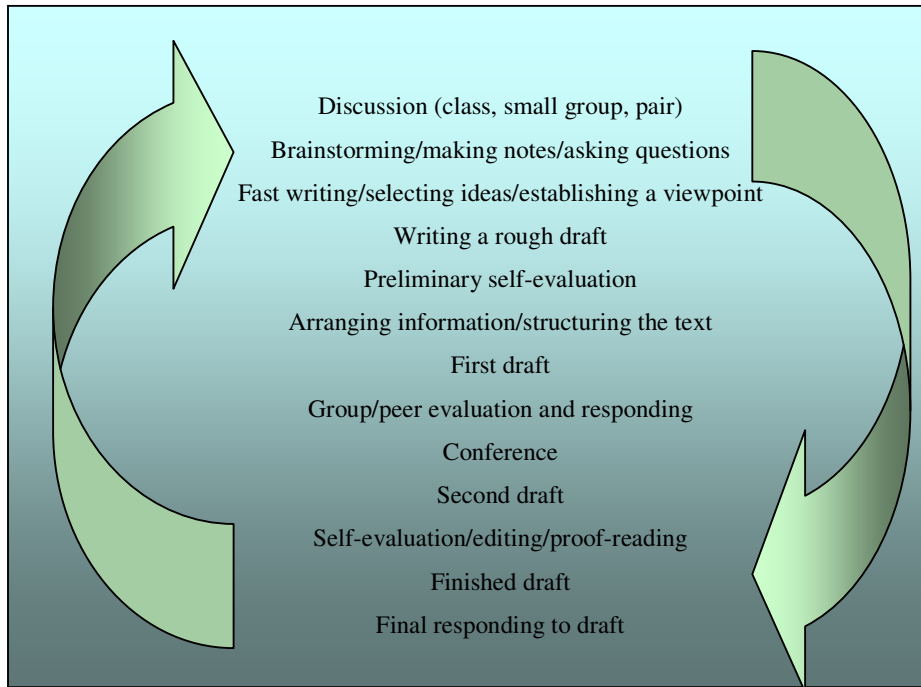
Figure 2.3 Sequence of Activities in Process Writing

Source: White, R. , Arndt, V. (1991). *Process Writing*. **London: Longman,p.7**

As also illustrated in Figure 2.4, the writer engages in various tasks and moves forward and backwards in the process while producing a text opposite to most inexperienced student writers' idea that text emerges automatically out of a skilled writers head and gets written onto the page...

During prewriting, writers generate ideas, collect information and try to understand others' ideas by applying one of the prewriting tasks of note-taking, brainstorming or free writing. In the planning phase, writers organize and try to find a focus for their ideas. At the drafting stage, the writer may go through multiple instances of reflection-peer/tutor review-revision cycles until he thinks he has reached a satisfactory stage.After revision, the writer may decide to do additional research on missing points and go back to the initial plan and make changes according to the newly added information. When the writer feels the text is almost
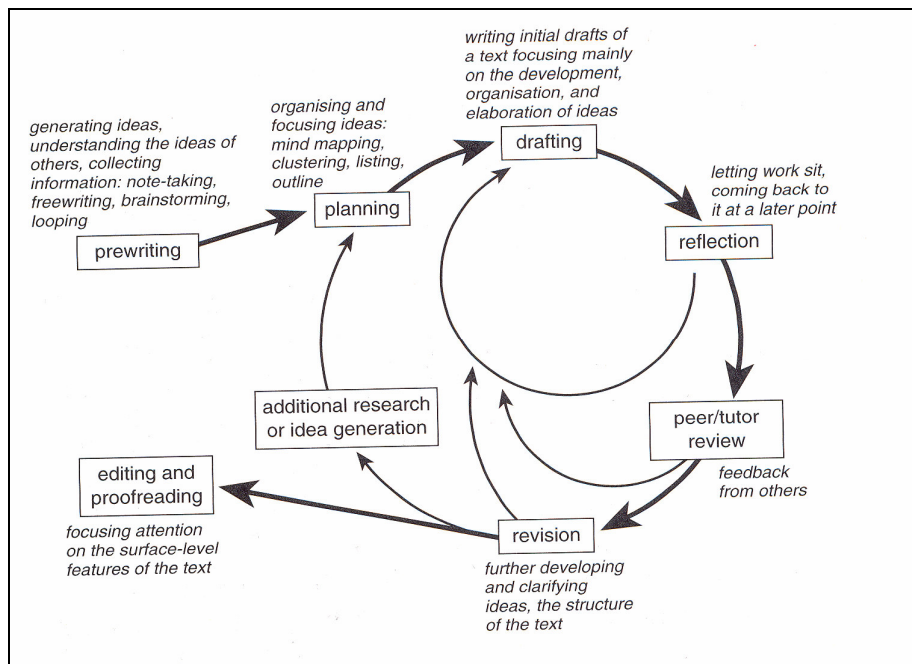
Figure 2.4 The Writing Process Approach

Source: Coffin, C.; Curry, M.J.; Goodman, S.; Hewings, A.; Lillis, T.M.,

Swann, J. (2003). *Teaching academic writing: A toolkit for higher education.*

London: Routledge, p.34

ready, by editing and proofreading it is handed in to the readers. The essence is that the primary concern in process approaches is what writers do as they write rather than textual features, but depending on the writer's task, textual features may also be considered (Coffin, et. al. 2003)

2.2 Feedback in Process Approach to Teaching Writing

In general educational terms, feedback has been defined as "the monitoring of a person's or group's performance, in which progress or non-progress, etc., are noted and adjustments made appropriately in techniques and tactics." (Mc Arthur, 1992, p.400). In the field of language teaching, Roberts (1998) defines feedback as "a response or reaction providing useful information or guidelines for further development" (p.154) and Richards et al.. (1985) define it as "any information which provides a report on the result of behavior" (p.104). In second language teaching,

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feedback has been defined by Keh (1990) as "input from a reader to a writer with the effect of providing information to the writer for revision" (p.284). With the introduction of a process approach to second language writing classrooms along with other components of writing such as using invention strategies, producing multiple drafts, formative feedback coming from peers and teachers became an important component in teaching writing (Matsuda, 2003). According to Raimes (1983), in the process of writing, the most important help for the students comes in the form of time and feedback. Without feedback, no matter from which source, it would be very difficult for writers to decide how and what to revise in their texts. Ferris (2003) highlights the importance of feedback for students by saying that it is "the most significant component in their successful development as writers" (p. 119).

In second language writing classes, the feedback on student writing can be offered in various forms and it can come from various sources. In addition to the traditional teacher feedback in today's writing classes, the practices of feedback have become richer. Writing specialists (Hyland, 2000; Ferris, 2003) attribute the emergence of different feedback kinds such as peer feedback and feedback through writing conferences to the developments in writing research and pedagogy and the popularity of the process approaches.

2.2.1 Teacher Feedback in Process Approach

Traditionally, in writing classes, the most commonly utilized type of feedback is teacher feedback. Most of the time the teacher acts as the expert of the writing classroom, and usually takes all the burden of providing feedback for student work. The ways teachers choose to give feedback to their students vary widely from one classroom to another. While some teachers view the text as something which needs to be perfected and approach giving feedback as merely an activity of correcting mistakes, others especially with the development of process approaches see feedback as an opportunity to guide students towards developing their writing ability.

> Students do not become more proficient writers just by reading and writing. Students need some form of feedback that helps them to see how others are reading their writing and what revision might strengthen their writing.…Students need to learn that the words they inscribe on paper are not static and meaning resides not only in these words but also in what the audience brings to the reading of these words (Goldstein, 2004, p.64).

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As Goldstein points out, teacher feedback is an indispensible part of writing classes which contributes to the development of student writers. However, in order for teacher feedback to be effective, there are certain issues that have to be considered. Goldstein provides some guidelines for providing effective feedback on "… content and rhetoric in ways that enable students to learn how to revise, to produce more effective texts and to become more effective writers (p.65). These guidelines are based on various factors which affect teacher feedback, such as context of the writing class, the nature of the communication between teachers and students, the shape of teacher commentary as to what needs to be commented on and what does not in a student's text, and lastly how and where to provide teacher comments: as imperative, question, direct correction, as endnotes, marginal notes at the beginning or end.

Researchers, however, point out that approaching student text from a product-based perspective in a process approach writing classroom can result in appropriation of the learner's text (Reid 1994; Goldstein, 2004). Instead, Reid proposes that writing teachers use their experience "to empower students in their writing" (p.273). Goldstein (2004) draws the distinction between "appropriation and helpful intervention" in the following way:

> Commentary that ignores what a student's purpose is for a particularly text and attempts either purposefully or accidentally to shift this purpose is appropriation; commentary that shows a student where he or she is not achieving her purpose(s) is helpful intervention; commentary where a teacher demands that a student shift a position or point of view is appropriation; commentary that suggests a student read about a different point of view or interview others with a different point of view in order to know the other side is helpful intervention; commentary that "corrects" sentences or passages without asking the student about the intended meaning risks changing that meaning and thus risks appropriation; commentary that asks students what they want to say and then helps students find the language to do so is helpful intervention. (p.68)

Despite its high significance, responding to a text and providing feedback is both a time-consuming and a complex task because it requires the teacher to make a number of critical decisions. Some of these decisions include knowing the general and specific goals for providing feedback, the stage when feedback should be

offered, the form of feedback, the source of feedback and the students' task after receiving the feedback (Kroll, 2003). In order for teacher feedback to be worth the time spent for it, certain strategies have been proposed by the advocates of a process writing approach. For example, White and Arndt (1991) suggest that the student text must be approached with the role of a "reader" rather than simply as a "marker" (p.124) and that at the preliminary drafts, feedback should concern content and on later drafts the focus should be shifted to form. In this way, it is hoped that students will be encouraged to make large-scale changes to content on earlier drafts before turning their attention to edition on the later drafts. Also there is a reservation that focusing on form at the initial stages of writing can discourage students from revising their texts (Ashwell, 2000).

Another important issue to be considered for feedback to be fruitful is the students' awareness of feedback. About raising students' awareness of feedback, Ashwell (2000) suggests that teachers should make sure students understand "how the feedback is intended to affect their writing and why is it given in the way it is" (pp. 245-246). Otherwise students may fail to utilize feedback they receive in the intended way.

2.2.2 Peer Feedback in Process Approach

One of the differences of a process approach from traditional approaches to teaching writing is the utilization of peer feedback. The proponents of a process approach to teaching writing believe that giving and receiving feedback is highly beneficial for the development of student writers. White & Arndt (1992) discuss the benefit of peer feedback as such:

> By learning to evaluate others' writing and responding in turn to evaluation of their own, students will gradually build up that capacity for self-assessment which is such a vital element in the process of writing (p.117)

The necessity of peer feedback has been highlighted by researchers as filling the gap That is caused by a lack of a sense of an audience. With peer feedback, there is an external demand for students to clarify content, amplify and defend a topic (Kinsler, 1990). The presence of a peer reviewer, that is another reader not as experienced as

the teacher in reading a text, would force the reader to reconsider content, which is discussed by Scardamalia et. al. (1984) as a requirement for reflective thought in writing:

> For instance, recognition that a key term will not be understood by many readers gets translated into a call for definition; search within the content space for semantic specifications leads to a realization by the writer that he or she doesn't actually have a clear concept associated with the term, and this realization sets off a major reanalysis of the point being made. (p. 178)

In addition to acquiring a sense of audience, Kinsler (1990) argues that peers can communicate with each other with a language which is more understandable for each other and their feedback to each other may be "less emotionally threatening than that of adults' corrective advice" (p. 305). Writing is not an activity which is carried out in isolation from other people as people usually write to be read in the real world and writing is an intellectual activity. Including peers in the writing process makes the writing activity a more collaborative one and thus students learn about the "communal nature and intellectual excitement of writing" (Holt 1992, p.391) which exists in the real world. By negotiating, Holt (2992) also argues that student writers go beyond just imitating models presented to them by their writing teacher but begin to create their own identity as writers.

Mendonca and Johnson (1994) discuss additional benefits of peer feedback and argue that using peer feedback means giving more control to the students because they can actively decide whether or not to use their peers' comments. In case of teacher comments, the student shows a passive reliance and feels compelled to use any comment coming from the teacher without thinking about it. Also, reading a peers' work and encountering similar problems of their own faced by their peers in expressing ideas may increase students' confidence and reduce their inhibition (Chaudron, 1984). By giving peer feedback, students can become critical readers of others' work and eventually more critical readers and revisers of their own work (Rollinson, 2005). Another advantage according to Rollinson is that peers can spend more time with a fellow student's paper and provide more specific comments than the overworked teacher.

Research on various forms of feedback (Panova and Lyster 2002; Lyster and

Ranta 1997) points to the relative effect of feedback types on students' corrective behavior. According to both studies when students are provided opportunities to correct their own errors or their peers' errors, they benefit the most displayed by high rates of uptake. Research also provides evidence that peer revision can yield desirable results in increasing student involvement in writing cognitively. A study by Suzuki (2008) could be cited as such evidence. In her study, Suzuki examined second language writers' processes of negotiation during self revision and peer revision. The negotiations differed in terms of the number of negotiations which were found to occur more frequently during peer revision indicating that peer revision resulted in more negotiation between peers. Also, peer revision created more meta talk compared to self revisions. Although more text changes were yielded by self revision, it is clear from the results that peer revision created more mental involvement than self revision. During negotiations, it was observed that participants discussed not only form and vocabulary related issues but also the topics, content and ideas of their written texts most frequently in peer revision.

Although research on second language writing lends theoretical and empirical support about the benefits of peer feedback in writing classes, there are still issues to be considered about peer feedback. The main reservation about peer feedback stems from the fact that the students who are learning to write in a second language are not only learning how to write but they are also still learning the language itself. This somewhat reduces the value of the comments of learners' on each others' work and it is debated whether students would be able to produce a text as qualified as one produced with a teachers' comments (Villamil and Guerrero 1998). Another concern is about the resulting revisions, that is, whether peer revision would result in only surface level linguistic changes or also motivate students to make deeper level revisions concerning the content. The results of empirical studies on these questions are varied. The empirical studies investigating issues on peer feedback are reviewed in the following sections.

2.3 The Review of Empirical Research on Teacher and Peer Feedback

Teacher and peer feedback in L2 writing have attracted a great deal of attention and has been widely investigated. This section, initially reports the findings

of empirical studies on feedback coming from two different sources: teacher feedback, then on peer feedback. Next, studies investigating the role of training on peer feedback are reviewed; finally studies investigating the effect of various types of feedback on writing improvement are reviewed.

2.3.1 Research on Teacher Feedback

Goldstein (2001) provides a comprehensive overview of empirical studies on teacher feedback. She attempts to answer four questions about the nature of this body of research:

1. How much research has been carried out?
2. What questions are addressed?
3. What types of problems and issues are evidenced?
4. How might we conceptualize the process of responding to commentary?

She notes that although the research done to date has shed some light on our understanding of student perceptions and attitudes towards teacher feedback, we do not have enough empirical evidence provided by studies about the nature of teacher written commentary or how students use this commentary in revisions. Another researcher who reviewed the studies on teacher feedback is Guenette (2007) who attributes different findings to the research designs employed in the studies as well as variables which were not controllable by the researchers.

Studies on teacher feedback to date have mainly focused on the nature of the comments provided by the teachers, the resulting revisions and the students' reactions to the comments. One of the ongoing debates about teacher feedback is on the importance of grammar correction in L2 writing classes (Truscott, 1996,1999; Ferris, 1999). While on one extreme Truscott (1996) argues for the total uselessness of error correction and even thinks that it should be abandoned, on the other extreme Ferris (1999) finds abandoning grammar feedback as a danger and argues for the necessity of grammar correction. A body of research exists which lends support to the idea that corrective feedback does not improve students writing over time (Semke,1984; Goring-Kepner, 1991; Sheppard, 1992; Fazio ,2001).

If corrective feedback does not work, then the question is what kind of feedback would be more effective in improving students' writing abilities. With this

question in mind writing researchers tried to test the effectiveness of combinations of different types of feedback and also to compare and contrast different types of feedback. Robb et. al (1986) studied the effects of different types of error feedback on the written work of second language writers and concluded that rather than providing direct correction, less time-consuming ways of providing feedback such as directing student attention to errors would be enough and more useful for students. In an attempt to gain insight into the relative effectiveness of content feedback and form feedback given by teachers, Ashwell (2000) studied the effect of content feedback followed by form feedback on student writing in a multiple draft composition classroom. This study was done with Japanese university students enrolled in two writing classes at a university in Japan and tested the effectiveness of employing content feedback followed by form feedback on the improvement of student writing in terms of content score gains. She concluded that giving content feedback and form feedback simultaneously rather than separately does not negatively affect student revisions and that a mixed pattern of feedback was superior over feedback models in which content and form feedback are provided separately following each other. A similar finding was reached by Fathman and Whalley (1990) who found that students who received feedback on content and form reached the largest gains in formal accuracy compared to other groups of students who received them in isolation. These findings may suggest that providing both types of feedback at the same time may be necessary and that one should not be totally abandoned at the expense of another.

In the light of the argument by various writing specialists (Hendrickson 1977; Semke, 1984) that overt correction of student writing by the teacher tends to have negative side effects on the quality of subsequent essays and student attitudes to writing, Enginarlar (1993) investigated student attitudes of 47 freshman EFL students in a Turkish university to the feedback procedure used by two English Composition I instructors. The feedback procedure used included: "(a) indication of linguistic errors with codes, and (b) various types of brief comments to help students improve their drafts" (p.2). The questionnaire in the survey study investigated students' opinion about the following: the feedback procedure employed in terms of utility, interest and instructional value; the time and effort required for revision; the evaluation system used; their perceptions of student and teacher responsibility in the review process and their thoughts about the effects of the evaluation on their development as a writer. As

a conclusion, Enginarlar suggested that students' perception of effective teacher feedback rests on three main characterizations: attention to linguistic error, guidance on compositional skills and overall comments on content and quality of writing. Another finding is that when feedback is provided as a problem-solving activity, students regard revision as a collaborative type of learning where responsibility is shared by the two parties. As shown in this study, using codes and brief comments instead of overt correction creates a more positive attitude towards feedback and writing in general and turns revision into a more enjoyable problem solving activity on part of the students.

A similar study was done by Ferris and Roberts (2001) with 72 university ESL students in order to compare their abilities to self-correct under three feedback conditions. They investigated whether the degree of explicitness of the feedback provided affects the ability of students to self edit their texts. First feedback condition was the most explicit: errors marked with codes from five different error categories, the second was less explicit: underlining without labels or markings, the third condition was no feedback at all. The comparison of the feedback conditions showed that receiving less explicit or more explicit feedback did not make a difference on the abilities of students to self-edit. The no feedback group, however, was significantly weaker in self-editing compared to the other two groups. An implication which can be drawn from these findings is that a less explicit marking technique may be equally effective in helping students to self-edit.

Students' attitudes towards teacher feedback and their expectations about it have attracted researcher's attention. Hedgcock and Lefkowitz's (1996) survey study of student expectations and beliefs about expert feedback provides insights into what second language writers expect from teacher feedback and what they believe about the influence of such input on their writing. The survey results indicate a relationship between teaching practices and learner's expectations of the function of feedback. That is, learning practices are also effective in shaping learner beliefs about feedback. As a result of their survey, Hedgcock and Lefkowitz report that students may be directed or forced to believe that formal accuracy in writing is more important than creative expression of ideas and see writing as a way of practicing grammar because students notice that their teachers' feedback practices tend to give priority to these issues. However, when asked about the desirable aspects of expert

feedback, most of the student replies are consistent with the ideas and findings of L2 writing researchers. The researchers provide a useful summary list of recommendations for teachers of L2 writing. According to this list of suggestions derived from L2 writing research and the survey results, the following would be sound educational practices in L2 writing:

1. More practice in writing and more systematic opportunities to revise.
2. More personalized end explicit written feedback
3. Grammatical and rhetorical feedback geared more specifically to writers' level of proficiency and degree of readiness. Overly extensive or detailed feedback, for example, may overwhelm L2 writers' level of proficiency and discourage them from revising substantively. Overly minimal feedback, meanwhile, may result n only cosmetic changes.
4. Individualized writing conferences with instructors, other expert readers, or both.
5. More peer interaction and response. Reading the writing of other apprentice writers may heighten awareness of one's own strengths and weaknesses.
6. More student control over the nature and extend of instructor/expert feedback. Student writers are seldom given credit for knowing how to direct an expert reader's attention to aspects of their writing that they would like to improve. Writers need to feel that expert respondents are addressing their needs.
7. More extensive reading of L2 texts, particularly models that students are asked to imitate. (p.299)

Hedgcock and Lefkowitz also underline the need for more studies investigating a positive match between student views of teacher feedback and its contribution to their writing quality. (p.300)

The form of the feedback can also affect student performance and attitudes. In a more recent study, Silver and Lee (2007) investigated the effects of teacher written feedback on student writing with a younger population, namely with students from the Singapore primary school context. Although, the subjects are not adolescents or adults, the results are comparable to the findings of previous research. They collected data from three different sources: student compositions, teacher written feedback and a student questionnaire. As a result of the study, they suggest that all three types of feedback: advice, praise and criticism are useful for motivating students to revise, when they are used in conjunction with each other. If only one is used in excess, for example, if a student is continuously criticized, it may lead to frustration and demotivation. "It is the combination of the type of feedback given with the specific classroom context that encourages revision." (Silver & Lee, 2007, p.44). Another

condition for successful teacher feedback according to Silver and Lee is clear communication about the purposes of feedback between teachers and students. "Teacher feedback along with assistance for understanding and using that feedback might be seen to have a greater impact on student success in revision." (p.44). Another researcher who compared the form of feedback given was Sugita (2006) who compared the effectiveness of three types of written feedback: statements, imperatives and questions on resulting revisions. The results indicated that imperatives are more influential on revisions. This may be due to the fact that students want to be told what they need to do clearly in order to revise more effectively.

Usually, when asked to make a preference, students tend to prefer teacher feedback to peer feedback. Several studies support this preference of students; however, this preference may be caused by factors which are beyond the control of students, for example concerns about grading and cultural factors affecting student perception of teacher decisions. In this case, students feel intimidated by teacher feedback and without resistance; they adopt the ideas exerted by their teachers for the fear of failing a class or receiving a low grade.

Hyland (2000) warns writing teachers against the danger of "overriding student decisions" (p.33) by imposing teacher feedback on student text. He argues that if teacher feedback is not regulated in order to give more autonomy to students, it may cause students to give the control of their writing over to the teacher. Similar ideas were reported from students' interviews in a later study by Zacharias (2007) whose study on teacher feedback explored student attitudes towards teacher feedback. In this study, data was collected using a triangulation of participants and methods. Both teachers and students were interviewed and given questionnaires. 100 students 21 of whom were then interviewed with semi-structured interviews and 20 teachers participated in the study which was carried out at a university in Indonesia. The results of the study indicate a high preference of teacher feedback by students. This high preference is due to several reasons.

Firstly, students see teachers as more linguistically competent than their peers and trust their comments more. The second reason was indicated by teachers, who taught that especially poor students felt secure when they received teacher feedback, because they did not want to lose face among their peers by revealing a poor paper.

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However, this assumption of teachers was not supported by poor students who indicated that in fact they felt more relaxed with their peers and felt like chatting. In the interview, some students said that they feel dictated and patronized by the teacher when they received teacher feedback which is a concern expressed in earlier research (Hyland, 2000).

The third reason is that, culturally students believed that teachers are the only source of knowledge. The other but not less important reason is that teachers controlled grades and students felt that if they do not follow teacher comments in revision they may receive low grades. Although the overall result was a preference of teacher feedback, the students also expressed some problems they faced with teacher feedback. For example, when students were provided with too much feedback, this resulted in discouragement. On the contrary, when they received little feedback, they felt motivated. Students preferred specific feedback over general feedback. Students did not find content feedback useful because they taught it did not tell them what to do. When teachers used complex language while giving feedback, students were confused.

And lastly, when teacher feedback and student ideas contradicted, students felt as if they were pressured to accept the ideas of the teacher or they completely changed their topic, which resembles the danger of appropriation by the teacher defined by Goldstein (2004) earlier. However, without knowing how the teachers actually provided their feedback, it is difficult to comment on these findings. For example, it is not clear if the teachers provided direct correction or if the teachers praised students at all or if they only pointed out weaknesses. On the other hand, it is clear that the findings show us what students expect from teacher feedback and give important clues about how to give nonthreatening, motivating feedback to students.

Although most L2 writing teachers may have an idea about the most effective feedback they should use in their classes through training provided by their institutions and by following the literature, research (Storch and Tapper,2000; Montgomery and Baker, 2007) indicates that their self-assessment of own feedback and students perceptions of teacher feedback may not match.

Storch and Tapper (2000) examined teacher feedback in discipline specific writing by examining closely the feedback given to 1st year undergraduate students in two content subjects in a large Australian University. The study concerned the nature

of the relationship between teacher feedback and purposes of assignments; the extent to which teacher feedback satisfies students' expectations of feedback; and the relationship between teacher feedback and student expectations. As a result of the analysis, the researchers found a mismatch between teachers' ideas about student weaknesses and the feedback they provided. Although teachers in the geography group felt that students had difficulty with content and organization, only 19% of the comments were related to content. Although it is not reflected in teacher purposes, grammar and expression was a major category of teacher feedback. This is explained as a concern of teachers to help students to produce appropriate academic language. Students expected teacher feedback to focus on content but they received less content feedback compared to comments on the use of sources, grammar and expression. Although students did not expect to receive feedback on grammar and expression, this kind of feedback was frequent. Teachers report having warned students about proofreading, but as this issue was not a primary goal of the assignments, students may have overlooked this comment. The results of the study suggest that teachers should be clear about their expectations from students in writing assignments or when giving feedback, they should consider the major goals of an assignment rather than surface level issues so that there is conformity between teacher feedback and student expectations.

Montgomery and Baker (2007), studied the extend to which teachers' self-assessment of their feedback match their actual performance and the agreement between students and teachers on perceptions of feedback in the context of Brigham Young University (BYU), English Language Center (ELC) with 15 writing teachers and 98 students enrolled in the ELC participated in the study. The results of their study showed that there may be discrepancies between the way teachers believe feedback should be given and their actual performance. For example, although all of the teachers who participated in the study believed that they should and were providing a considerable amount of feedback on global issues such as organization, the actual amount of feedback provided in this area was very little since 87% of the participating teachers were providing none or a little feedback on the category of organization. In terms of agreement between teachers and students, however, most of the time teachers and students agreed upon the amount of feedback given for each area of writing such as ideas and content, organization, vocabulary, grammar and

mechanics.

Another issue relating teacher feedback is the nature of the feedback itself. Teacher feedback as the most trusted and desired type of feedback also has its drawbacks. The quality or the amount of feedback that the teacher gives may not be constant throughout a semester; or it may change according to task difficulty or the level of the students. In a study on teacher feedback, Ferris et. al. (1997) studied the nature of teacher comments using an original analysis model designed to examine pragmatic aims and the linguistic forms of teacher's written commentary. They wanted to find out whether there is evidence of variation of teacher responses across student ability levels, across assignment types and at different points during the term. The results showed that the comments showed variation. For example, the teacher changed her responding strategies over the course of the two semesters, she provided different types of commentary on various genres of writing assignments, the amount of feedback the teacher gave decreased as the term progressed and she responded somewhat differently to students of varying ability levels. The variation in teacher feedback is not necessarily a sign of weakness, but may indicate that teacher feedback may need back up from other types of feedback because the teacher cannot deal with all aspects of a written assignment all at once.

Research on student attitudes towards various kinds of feedback has to be complemented with research on the actual effects of these feedback practices on students' revision processes. In the past decades, researchers have started to examine the actual effects of various kinds of feedback on revision processes. Paulus (1999) with the aim of filling the gap between attitudes towards feedback and the actual effect of feedback on revision, examined 11 ESL student essays using Faigley & Witte's Taxonomy of revisions. Results showed that when students revised on their own, most revisions were surface-level changes, but when they revised as a result of peer and teacher feedback, they made more meaning level changes. Another finding was in support of using a process approach showing an improvement in essays as a result of writing multiple drafts.

2.3.2 Research on Peer Feedback

With the greater provision of peer feedback in L2 classes as a result of an increased

interest in process approach to teaching writing, peer feedback has started to attract researchers' attention. There are many questions which have been investigated and others which yet remain to be investigated about peer feedback such as those listed by Hyland (2002) as such:

> How is peer feedback given and attended to?
>
> What are the benefits of peer written and/or oral feedback on writing?
>
> What is the focus of feedback in given contexts and what is most effective?
>
> What kinds of response sheets are most effective in encouraging peer comments?
>
> What kinds of training are needed to improve peer conferencing?
>
> Are there cultural differences in giving and responding to peer feedback?
>
> What interactions take place in peer conferencing and how do these influence revision?
>
> Do learners prefer teacher or peer (written or oral) feedback and why?
>
> Is teacher or peer feedback more effective in improving student texts? (p.156)

The benefits of peer feedback are largely dependent upon the way in which peer feedback is implemented in the writing classroom. If not carried out in an effective way peer feedback can fail; however, this would not prove that peer feedback is not a useful activity. Holt (1992) argues that the problem is not peer feedback itself but how it is applied. When not taken seriously as a writing exercise, peer feedback activities usually consist of comments written without much effort on part of the students especially if the checklists used are like short answer tests. According to Holt, a better alternative would be having students discuss more important issues of the paper as the opinions expressed rather than just evaluating the writing skills of the peers. In his study, Holt used peer-response exercises developed by Elbow and Belanoff. Table 2.1 presents a sample from Elbow and Belanoff's peer-response exercises.

Table 2.1 Sample Peer-Response Exercises from Elbow and Belanoff (Holt 1992, p.385)

1. *Sayback*: Ask readers: "Say back to me in your own words what you hear me getting at in my writing."
2. *Movies of the Reader's Mind*: Get readers to tell you frankly *what happens inside their heads* as they read your words.
3. *Pointing*: Ask readers: "Which words or phrases stick in mind? Which passages or features did you like best? Don't explain why."
4. *What's Almost Said or Implied*: Ask readers: "What's *almost* said, implied, hovering around the edges? What would you like to hear more about?"
5. *Voice, Point of View, Attitude toward the Reader, Language, Diction, and Syntax*: Ask readers to describe each of these features or dimensions of your writing.
6. *Center of Gravity*: Ask readers: "What do you sense as the source of energy, the focal point, the seedbed, the generative center of this piece (not necessarily the main point)?"
7. *Believing and Doubting*: Ask readers: "Believe (or pretend to believe) everything I have written. Be my ally and tell me what you see. Give me more ideas and perceptions to help my case. Then doubt everything and tell me what you see. What arguments can be made against what I say?"

While doing these exercises, the writers are given a choice of what kind of responses they want to get from their peers. Holt examined the development of the arguments in a paper written by a Hispanic engineering student through the use of Elbow and Belanoff's peer-response exercises. When the discussion of the text focused on the ideas presented rather than the writing techniques, Holt observed that the writer's paper developed from a mechanic one to one whose arguments were stronger more persuasive.

Contrary to common belief, studies show that peers can provide useful and valid feedback. Rollinson (1998 cited in Rollinson 2005) evaluated feedback given by college-level students in terms of its validity and found that 80% of the comments provided were valid and a very small amount of the feedback could be potentially damaging. In a similar study with intermediate and advanced level language learners, Caulk (1994) also found high levels of useful advice given by peers (89%) and that peer feedback was more specific than teacher feedback. It has also been shown that students are able to revise effectively as a result of peer feedback. Mendonca and Johnson (1994) examined revisions done on student papers and found that 53% of these revisions were initiated by peer feedback.

In a study by Paulus (1999) with international students enrolled in an American University pre-freshman composition classroom, the findings indicated that students benefit from peer as well as teacher feedback. Paulus examined the effects of peer and teacher feedback on student writing in terms of the total number of changes made in the essays, percentage of meaning changes, percentage of macrostructure changes and percentage of surface changes. She investigated whether peer and teacher feedback affect student revisions and whether required revision through multiple drafts improves the overall quality of written work in a process approach writing classroom. The findings showed that most of the changes that students made were surface level changes but that the changes made a result of peer and teacher feedback were more often meaning level changes than those revisions they made on their own. Another finding was that multiple drafts have a positive impact on overall essay improvement.

Another study which obtained results in favor peer feedback is a study by Jacobs and Zhang (1989) who investigated three main concerns about peer feedback with eighteen third-year English Majors in Thailand: Whether students provide faulty feedback miscorrecting rather than correcting each others' work, whether peer feedback is more effective than traditional teacher feedback and whether students have a positive idea about peer feedback. In response to their first question, the findings are in favor of peer feedback, with only a relatively small amount of miscorrection found in peer feedback. In response to the second question the findings indicted that teacher feedback was not significantly more effective that peer feedback. Although its effectiveness was not supported by the results of this writing experiment, the students' questionnaire responses showed that a majority of the students preferred traditional teacher feedback. Although the students did not favor peer feedback, the writing experiment showed that they did benefit from it. Jacobs and Zhang (1989) conclude with this study that "…peer feedback does not seem to provide as much misleading guidance as some instructors and students fear, and students are able to clear a considerable amount of confusion among themselves"(p 17).

As an alternative to teacher response, peer response has an additional benefit of decreasing students' dependence on the teacher. Kleinfeld (2006) studied four student writers in a case study which explores the students' revision processes.

Among her conclusions is the argument that an emphasis on peer response changes students' perceptions of revision from an activity done for the teacher to an activity done for both the writer and the reader. This suggests that peer response makes writing activity more realistic by adding an audience other than the teacher. Another finding was that through peer response and revision, students became "… more confident in their abilities to make decisions about their own writing and revision choices" (p.239).

Peer feedback may also serve as an affective aid which can decrease writing anxiety of students in addition to it benefit in improving writing ability. Kurt and Atay (2007) investigated the effects of peer feedback on the writing anxiety of prospective teachers of English with 86 participants. The investigation was carried out in an Advanced Writing Skills course. The 44 participants in the peer feedback group received two peer feedback training sessions. The 42 participants in the control group received feedback from the teacher. The peer feedback group were also interviewed on their attitude towards peer feedback. The majority of the participants responded that they found peer feedback useful because their peers could identify their mistakes, helped them to look at their essays from a different perspective. The anxiety levels of the participants were compared using the Second Language Writing Anxiety Inventory (SLWE) and the results indicated that the participants who shared their feedback with each other had a lover level of anxiety that the participants who did not.

Villamil and Guerrero (1998) investigated how revisions made in peer sessions were incorporated by writers into their final versions and how trouble sources were revised according to different language aspects (content, organization, grammar, vocabulary and mechanics). They carried out their study on 14 intermediate ESL students from a private university in Puerto Rico. The students worked on two types of essays: a narrative essay and a persuasive essay. The students were paired up randomly in reader/writer pairs (the roles only known by the researcher) and they reviewed the first draft of their compositions together and tape-recorded all their interaction. They were trained beforehand to give first feedback on content and organization, then on language use and mechanics. After the peer review session the writer was given a week's time to turn in a final draft. Their results showed that peer assistance had a substantial effect on revising and that the majority

of the trouble sources revised during interaction was incorporated into the final versions.

A challenging aspect of writing is the inability to generate opinions for a given topic. Collaborating with peers, receiving and giving feedback can help students overcome this problem. In a doctoral study by Butcher (2006) on the efficacy of peer review, students expressed among their positive perceptions of peer group work that the greatest advantages of peer group work were learning different ideas, learning from others and benefiting from different points of view. Butcher concludes that: "Students saw group work as providing the advantage of multiplicity of perspectives in various ways." (p.64) In response to interview questions students said that receiving opinions from not only the teacher but also peers helped them know what everyone thinks of their text and so they could make it better.

As teachers realize the benefits of peer review, their attitude towards peer review is also improving in a positive direction. For example, Yuehchiu (2006) investigated teacher perspective on students' responses to peer review in revising their drafts. The researcher found that the teacher participating in the study highly valued peer review activity during the writing classes. The teacher's view that peer review would be helpful, useful and effective as students become more familiar with the activity corroborates with the findings of similar studies that suggest inclusion of training in peer response for effective peer review (Nelson and Murphy 1993, Paulus 1999, Ming, 2005).

It is a well acknowledged fact that there are several conditions for peer feedback to be effective. In order to find the best design of peer assessment and feedback, Berg, et. al. (2006) tested seven different designs of peer assessment in terms of factors such as: "quality of peer assessment activities, the interaction between students in oral peer feedback, students' learning outcomes and their evaluation of peer assessment" (p.19). As a result of their study, Berg et al.. outline several optimal design features for peer assessment and feedback to be successful. The size of the writing should be at the longest five to eight pages since larger products would seem as a huge investment of time for students and be demotivating, between peer assessment and teacher assessment, there should be enough time so that students can revise their paper in the light of peer comments before they hand it in to the teacher, the feedback should take place in a two directional way in which

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students change the roles of assessor and assessed, during the feedback process

Students can become good assessors of peers' as well as their own academic work under certain conditions. Falchikov and Goldfinch (2000) have conducted a meta-analysis of 48 peer assessment studies which compared peer and teacher marks and concluded that in well designed studies in the context of advanced level courses, high correspondence can be observed between teacher and peer marks. This means that if provided the opportunity within a carefully designed study students can be good judges of each other's academic work. As a result of their study, Falchikov and Goldfinch also provide several suggestions for the implementation of peer assessment which would also be useful to mention in this study:

1. Avoid using very large numbers of peers per assessment group.
2. Conduct peer assessment studies in traditional academic settings and involve students in peer assessment of academic products and processes.
3. Do not expect student assessors to rate many individual dimensions.It is better to use an overall global mark with well understood criteria.
4. Involve your students in discussions about criteria.
5. Pay great attention to the design, implementation and reporting of your study.
6. Peer assessment can be successful in any discipline area at any level.
7. Avoid the use of proportions of agreement between peers and teachers as a measure of validity. (p.317)

2.3.3 Research on Training and Peer Feedback

Although it may be a beneficial activity for the improvement of writing skills, the effectiveness of feedback is dependent upon various factors. In the case of peer feedback, studies (Berg, 1999; Min, 2006) show that students need training on how to give feedback and with the use of training, peer feedback can be made more effective. Berg (1999) studied the effects of trained peer response on ESL students' revision types and writing quality. She found that trained peer response generated a greater number of meaning changes in the revised drafts of the student essays and that trained peer response yielded higher writing quality scores in terms of TWE (Test of Written English) scores. Meaning changes were those changes which contained adding new content and deleting existing content. Min (2006) is another

researcher who studied the effects of trained peer review on EFL students' revision types and writing quality. Her findings indicate that it is only through a step-by-step peer review training that students can be helped to view texts from multiple perspectives and clarify misunderstandings, if needed.

Most of the studies, then, indicate that if used properly and if training is provided, students can benefit from the use of peer feedback. But what do students think about peer feedback. When offered as the only source of feedback, peer feedback is not preferred over teacher feedback but a study by Jacobs et al. (1998) investigating students' preferences for peer feedback showed that students learning a second language who are familiar with process approaches to writing, which combine teacher, peer and self-directed feedback on their writing generally value peer feedback as one but not the only type of feedback. A significant number of students preferred to have peer feedback included among the types of feedback they received on their writing. This finding supports the idea that students want to receive different types of feedback in response to their writing and that teacher and peer feedback is best seen as complementary of each other but rather than as separate from each other.

2.3.4 Research on Types of Feedback

The type of feedback given also affects the extent to which the comments can be utilized effectively by students. Studies which compare the effects of various types of feedback on writing improvement (Duppenthaler, 2001; Bitchener et. al., 2005; Chandler 2003) found differences between the effectiveness of various types of feedback. Duppenthaler (2001) studied the effects of two different types of feedback on writing: that of meaning focused versus error-focused feedback. He compared the effects of meaning focused feedback and error focused feedback on the degree of improvement over time in students' journal entries. The findings showed that the degree of motivation was highest for the group receiving meaning-focused feedback. The findings partially supported the assumptions that the group receiving meaning-focused feedback would have more error free clauses and more clauses per journal entry than that of the group receiving error focused feedback. These findings show that receiving content-focused feedback creates a more positive attitude

towards writing than error focused feedback.

Bitchener et. al. (2005) investigated the extent to which corrective feedback determines accuracy performance in student writing. The participants were divided into three treatment groups, one control group and two experimental groups. Experimental group one received direct corrective feedback and a 5 minute student-researcher conference after each piece of writing. Group two received direct written corrective feedback only. The control group received no corrective feedback on the targeted features but they were given feedback on the quality and organization of their content. The researchers wanted to find out whether type of feedback given to 53 adult migrant students on three types of error (prepositions, the past simple test, and the indefinite article) resulted in improved accuracy over a 12 week period. They found a significant effect of the combination of written and conference feedback for one type of error which is the simple past tense. Another finding was that students' use of the targeted features showed variation across four pieces of writing suggesting that learners when acquiring a new linguistic form may use it correctly at one occasion but may fail to do so on other occasions.

Chandler (2003) studied the effects of different types of error feedback on the improvement of accuracy and fluency of L2 student writing. The types of error feedback were correction by the teacher, underlining error with description, description of the type of error only without underlining or simply underlining without any description. The experimental group was required to make corrections directly after they received the error feedback in the form of underlining and the control group made corrections after all drafts were completed. The fluency measure used in this study was the time each assignment took to write. The accuracy measure was the number of grammatical and lexical errors per one hundred words. According to the results, the experimental group reduced errors significantly without a significant change in the holistic ratings over the semester though the ratings for the final assignment were slightly higher than those for the first. Each student's error rate after each assignment was compared with the same student's error rate on the previous assignment in order to find out the effects of various kinds of feedback on revision and subsequent writing. After direct correction by the teacher, underlining with description produced the next fewest errors on the revision. This was followed by description of error type and underlining. As for student preferences, the students

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reported that they learnt more from underlining with description compared to direct correction of errors. This method was easiest for them to see what kind of errors they had made and they were directed to look up for the correct answer by themselves. The results showed that if students made error corrections, their subsequent new writing was more accurate without a reduction in fluency. The teacher spent the least time responding to student writing for underlining, followed in order by correcting, description or underlining with description.

CHAPTER III

METHOD

This chapter presents the research method used in this study. The first section describes the overall research design. The second section presents the context of the study. The third section presents the research questions investigated in the study. The fourth section introduces the participants of the study. The fifth section describes the data collection instruments that were utilized in the study. The sixth section provides information concerning the pilot work. The seventh section explains how students were trained on providing peer feedback. The eighth section describes data collection procedures. The ninth section presents the data analysis procedures. Finally, the tenth section discusses the limitations of the study.

3.1 Overall Research Design

This study was designed as an experimental study whose purpose was to test the effectiveness of a complementary feedback model in a process writing class at KTU-DELL in which teachers and students share the responsibility of giving feedback in a systematic way. Brace et al. (2003) define an experimental study as one in which "the scientist is deliberately manipulating one variable (the independent variable), measuring another (the dependent variable) and aims to control all other variables so that they do not affect the outcome" (p.2). In this study, an independent samples design was used as each participant took part in one condition only and participants were divided on a random basis. A flowchart showing the design of the study in detail is provided in Figure 3.1 below.

The figure shows in detail the three main phases of the study: the decision making process, the data collection process and the data analysis process. Decision making for the study was guided by informal observations of the researcher in her classes and interviews with colleagues. Data was collected through students essays , questionnaires and written student reflections. In the analysis of data, both

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quantitative and qualitative methods were used as can be seen in figure 3.1

Figure 3.1 Overall Research Design
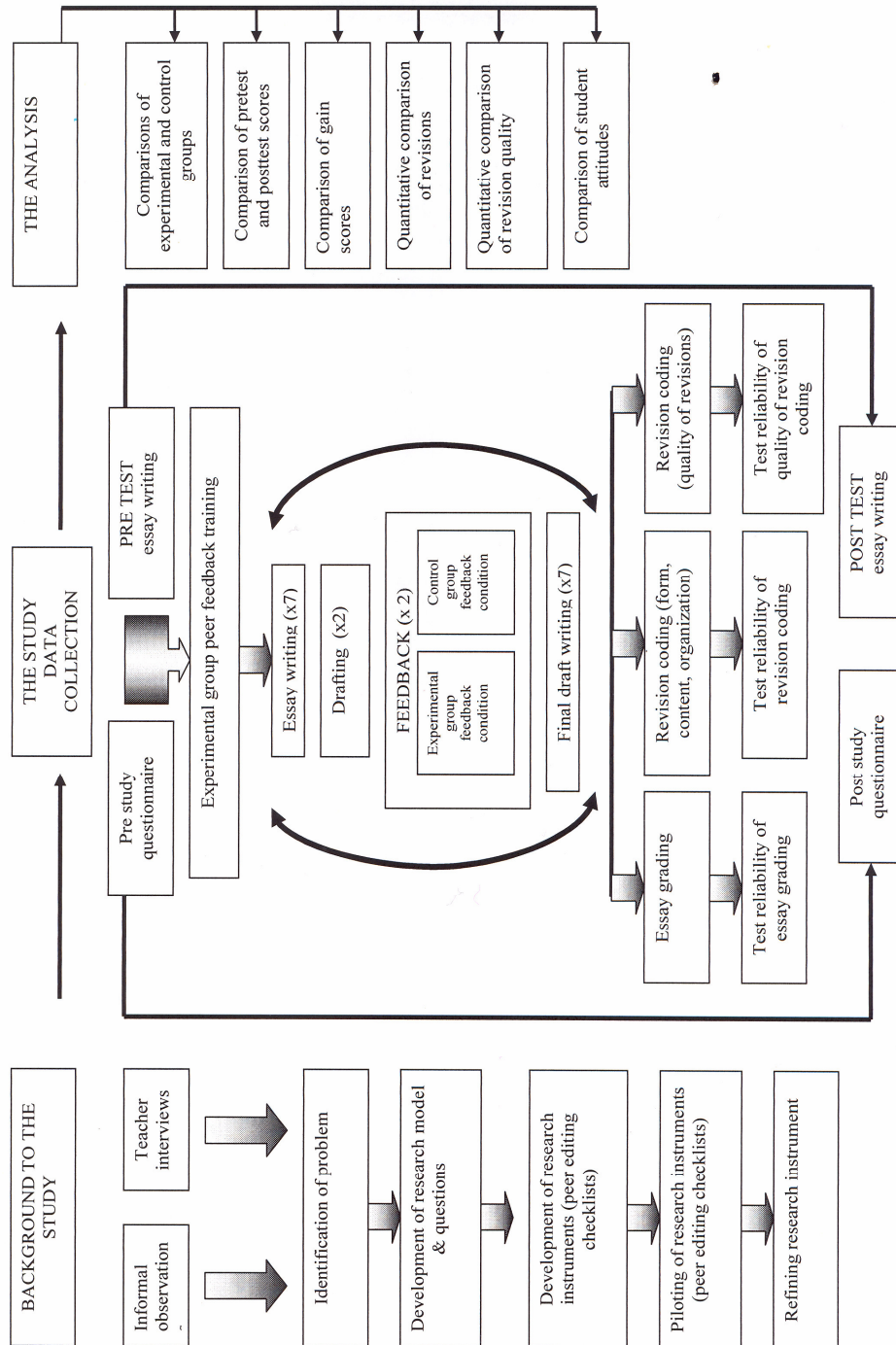
3.2 Issues Related to Reliability and Validity

At the beginning of the study, students were told that they would participate in a research study and that participants' names would be kept confidential. They were asked whether there were any students who would not want their written work to be used in the study. Since all students were willing to take part, the researcher proceeded with the study and kept participants anonymous by assigning them with codes.

Reliability is a technical terms which refers to "the consistency of research procedures both over time and across the variety of people who might use them" (p. 46, Allwright & Bailey, 1991). In the present study, in order to establish reliability, three main measures were taken. Firstly, to ensure reliability of essay grading 25% of the student essays written during the writing class and student essays written for the pre-test and the post-test were graded by a second teacher other than the researcher. All graders used the same analytical scoring rubrics which were designed specifically for each writing task (see Appendix J). Cronbach's Alpha was used as a reliability quotient and an average inter-rater reliability of 0.95 was established between the graders. All inter-reliability quotients of essay scores, pre-test scores and post-test scores can be seen in Appendix K. Secondly, reliability of revision coding was tested. In order to test the reliability of revision coding, 25% of students papers were coded by a second coder. Cronbach's Alpha was calculated by means of SPSS 13.00 program. As a result of the comparison of revision coding between the two coders, an agreement of 0.85 was established between the coders. The third reliability test was applied to the coding for quality of revisions. In order to code quality of revisions, Faigley and Witte's (1981) Taxonomy of Revisions was used and for this coding instrument a reliability quotient of 85% has been reported. The coding for quality of revisions was done with a sample of 20% of the student papers. For this reason all of these papers were coded for a second coder and an average inter-coder reliability quotient of 0,87 was established.

Validity was another concern for the study since it was designed as an experimental study. According to Allwright and Bailey (1991):

> A study is said to have internal validity if the outcomes of the
> experiment can be directly and unambiguously attributed to the

treatment applied to the experimental group, rather than to uncontrolled factors (p. 47).

As the researcher was responsible for teaching the writing class and providing feedback to both groups, in order to establish validity, course content and the way feedback was provided had to be kept constant. Course content was kept constant by using the same writing textbook in both classes and giving the same assignments to both groups. Teacher feedback was kept constant by using the same technique for providing feedback on form, by underlining accompanied by correction symbols, and for providing organization and content feedback, by using specifically designed feedback checklists. Both groups were treated in the same way in terms of course content and feedback.

3.3 Treatment in the Experimental and Control Groups

The preparatory class students in the two writing classes at KTU-DELL were assigned to an experimental group and a control group randomly. The two groups: experimental and control, received different treatments in terms of source of feedback. Instruction and in-class activities were kept constant by using the same lesson plans for each group and the same material. Feedback was provided in three areas: on form, that is, grammar, sentence structure or vocabulary; on content, that is, issues related to the expression of meaning and lastly, organization, that is, the design of the logical order in which ideas were presented. The experimental group received limited teacher feedback on form accompanied by functional peer feedback on content and organization. The control group received full teacher feedback on all three areas of form, content and organization. The treatments each group received are summarized in Figure 3.2 below:
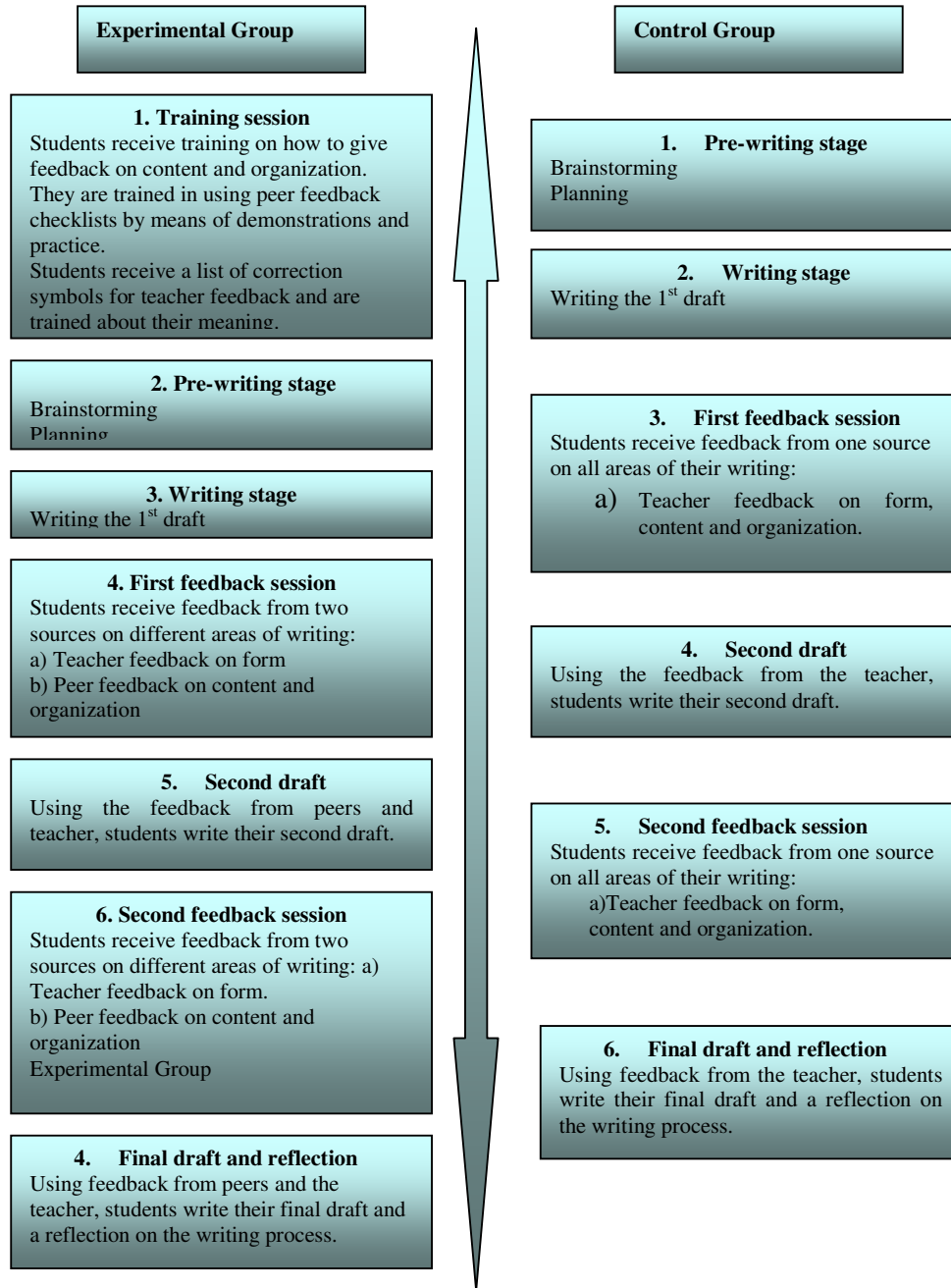
Figure 3.2 Treatments in the Experimental and Control Groups

3.3.1 Feedback in the Experimental Group

As mentioned above, the participants in the experimental group received feedback from two sources: teacher and peers on the issues of form, content and

organization. The experimental group received teacher feedback on form and peer feedback on content and organization. The details about how the feedback is provided are explained below.

3.3.1.1 Teacher Feedback in the Experimental Group

The teacher gave students in the experimental group limited written feedback on form. The teacher feedback was provided by underlining parts in the student essay which had to be corrected or improved in terms of form, that is, grammar, sentence structure or vocabulary. The underlining was accompanied by symbols with brief explanations if needed signaling the kind of problem which the underlined word, phrase or sentence contains. Figure 3.3 below shows an excerpt from a student paper marked with correction symbols. In the figure two correction symbols have been used: 'art.' referring to a missing article and 'sp.' referring to incorrect spelling.

After breakfast I go to garden and do some garden tasks.For example,digging,watering vegetable garden,mowing dangerous grass etc. These cause a little pyhsical tireness but when I drink tea in the afternoon around the pondlet in the yard after returning from garden I forget all of my tireness. I feel very happy and energetic as I give all off my electric to the soil.
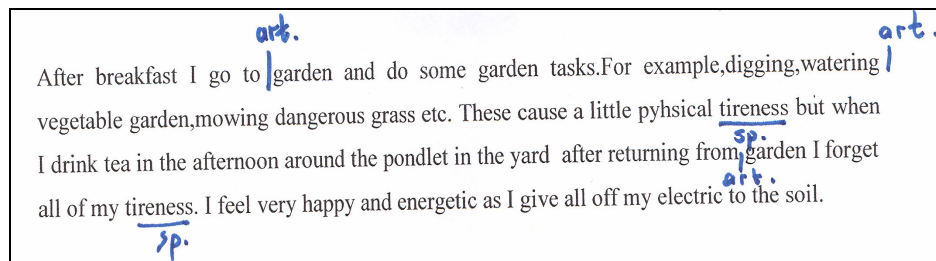
Figure 3.3 Student Paper with Correction Symbols

A list of symbols (see Appendix A) were provided for students at the beginning of the study and discussed in classroom to clear misunderstandings and to familiarize students with using them. Students did not express any concern about ambiguity while using the symbols. The teacher also praised the student's strong points with short remarks. The teacher did not provide any direct correction for the students in order to reduce the reliance of students on the teacher for corrections.

3.3.1.2 Peer Feedback in the Experimental Group

Before the treatment began, students were trained in giving feedback on content and organization of essays. The concepts of content and organization in writing were explained to the students. They were trained on how to give specific and helpful feedback. In order to train the students, the teacher held a training session and practiced using checklists with students. Students examined essays written by their peers to practice using the checklists. During the training session, the teacher monitored students and provided clarification on issues on which students had questions.

After the training session, students provided feedback for their peers by using checklists containing guiding questions provided by the teacher. For various writing assignments, different checklists were designed by the researcher according to the requirements of the writing task. On the checklists, students were given a set of questions about content of the essays and how ideas were organized and were asked to provide remarks which were as detailed as possible

3.3.2 Feedback in the Control Group

The control group received feedback only from one source: the teacher. The teacher provided feedback on all three areas of writing: form, content, and organization. The teacher feedback on form was provided by underlining accompanied by the same coding symbols that were used in the experimental group. No direct correction on form was provided by the teacher. In order to provide feedback on content and organization, the teacher used the checklists prepared by the researcher for each writing task. Both experimental and control groups used the same checklists. No direct correction on content and organization was provided by the teacher.

3.4 Context of the Study

The context of the study was the KTU-DELL (Karadeniz Technical University-Department of English Language and Literature) where students study for

five years including a preparatory class of English towards a B.A. degree in English Literature. The study was carried out with the preparatory class students in an introductory writing skills course which follows a multiple draft process approach in the course of a 16-week semester.

The writing course typically starts with paragraph level writing tasks in the fall semester and then continues with five paragraph essay level writing tasks in the spring semester. Students are trained in doing prewriting activities, writing multiple drafts by using teacher and peer comments and revising their essays. The assessment is made by two in-class writing exams each semester and a portfolio which contains all the drafts of the essays produced throughout the semester. Students work on various essay writing tasks throughout the year such as narrative essay, definition essay, process essay and argumentative essay. They also learn to write formal and informal letters, resumes and job application letters. All these assignments are developed through prewriting, drafting and revising activities.

The students write two drafts for each essay and a final version. In the meantime, they receive teacher feedback either in written form or in the form of short teacher-student conferences and peer feedback and sometimes the teacher giving feedback to the whole class. Throughout the semester usually 6 to 7 essays and other types of assignments such as resumes, application letters and formal and informal letters are produced which are then put into the writing portfolio to be used to evaluate the student's level of improvement and to see how much effort the student has put into the writing course. Prior to the study, although peer feedback was used from time to time, students were not trained in giving feedback and this activity was not a structured component of the writing class.

In the course of the study, the writing course followed a multiple draft process approach and student produced a total of seven essays. For each essay, the students wrote three drafts, the last of which was the final draft. The textbook that was used in the class included reading passages which were read and discussed in the classroom in order to activate students' background knowledge and help them generate ideas. The course book used was: *Thinking to Write: A Composing –Process Approach to Writing* written by Linda Watkins-Goffman and Diana G. Berkowitz (1992).

The students in the experimental group were asked to make two copies of

each draft and handed in one copy to the teacher and the other copy to the peer editor. The peer editing sessions were done in class in order to prevent delays in the process and unprecedented problems caused by absent students and so on. In each peer editing session, students were paired with different peer editors so that they could benefit from different points of view.

Students were also given two essay writing tasks, one at the beginning and one at the end of the study which then served as pre-test and post-test. Both of these writing tasks were timed in-class writing tasks of similar difficulty. In both of the writing tasks students were asked to write an argumentative essay. The scores of these essays were compared in order to see the level of improvement in the students' writing skills and to determine whether there existed significant differences between the two groups. The scoring was done by the researcher and a second rater in order to ensure objectivity. Inter-rater reliability was calculated between the raters' scores.

3.5 Participants

3.5.1 Students

The students who participated in the study were 57 Preparatory Class students at upper intermediate and advanced levels of English studying at KTU-DELL. All new students who come to the department are given an in-house screening test in order to decide if any of them are capable of starting their first year without studying in the Preparatory class in terms of English language ability. The test consists of five sections which are listening, writing, reading and language use and an oral interview. The same procedure was applied to the students who participated in the study. None of the students could get a satisfactory score on the screening exam and they were randomly divided into two classes (according to odd and even student numbers), one containing 29 students and the other containing 28 students.

Two separate t-tests were performed between the two classes in order to ensure that the groups were identical. A paired samples t-test was administered using the screening test scores of the students and showed that there was no significant difference between the groups in terms of screening test scores. The other t-test was administered using the university entrance exam scores of students. This t-test did

not indicate any significant difference either. As a result, the groups could be considered identical in terms of students' language abilities. The results of the t-tests are presented on Table 3.1 below.

Table 3.1 Results of the Paired Sample t-tests

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 screena - screenb	3,00000	23,17069	3,56783	12,37223	6,37231	-,657	27	,517
Pair 2 OSSa - OSSb	2,96536	9,31693	1,77963	6,61697	,68603	-1,666	27	,107

screen a-b: Screening test scores, OSSa-b: University entrance exam scores

3.5.2 Instructors

Two instructors who taught first year writing classes at the KTU-DELL were interviewed using a semi-structured interview about their writing classes. One of the instructors had 15 years of teaching experience and the other had 3 years of teaching experience.

3.6 Data Collection Instruments

3.6.1 Background Questionnaire on Writing

Students were given a questionnaire (see Appendix B) to get detailed information about their attitude towards feedback and writing in general. In this questionnaire, students were firstly asked whether they studied L2 writing in their previous education. Secondly, they were asked what kinds of writing activities they had done previously in L2 writing classes if they had any.

Next, they were asked to rate three kinds of feedback for their usefulness: peer feedback, teacher feedback and self-response. Questions 3, 5 and 6 regarding

various kinds of feedback are presented in Table 3.2. For their choices regarding usefulness, students were also asked to provide explanations. The responses were presented in summary tables with sample responses. While giving sample student responses students' names have been kept confidential and codes have been used to represent each student. Students' responses have not been corrected for mistakes and have been used in their original form.

Table 3.2: Excerpt from Student Questionnaire

For the following questions choose the option that applies to you.					
	Not useful	Somewhat useful	No idea	Useful	Vey useful
3. How useful is it to have a classmate read and respond to your writing?					
5. How useful is it to have your teacher read and respond to your writing?					
6. How useful is it to read and respond to your own writing?					

3.6.2 Pre-test and Post-test

At the end of the semester, students were given a timed in-class writing task similar to the one they were given at the screening test at the beginning of the year. The changes of student scores from the screening test to the end of year writing test were compared between the groups.

3.6.3 Student Essays

Each student produced three drafts for each of the seven writing tasks. For the study, students in both experimental and control groups wrote a total of seven essays on various topics: an informal letter, a narrative essay, two descriptive essays (description of a place and description of a person), a movie review, a problem-solution essay and an argumentative essay. The detailed topics of the essays are listed below:

1. Informal letter: Write a letter to a close friend or relative who wants to move to your hometown in which you give them helpful suggestions to make their move easier for them.

2. Narrative essay: Write about a life-changing experience or about an

important event in your life which is similar to the experience of Helen Keller in *The Most Important Day* (Goffman & Berkowitz, 2003, pp.20-23).

3. Description of a place: Describe a special place where you like to go and feel comfortable, like a favorite room in your apartment or house. Don't forget to explain why it is your favorite.

3. Description of a person: Describe a person who has had a great influence on your life. If possible, tell anecdotes that can help others know what the person is like.

5. Movie Review: Write a detailed review of the movie *The Pianist* (Polanski, 2002) which was viewed by the class as a group. Do not forget to include the following: an introduction of the movie, a short synopsis, your comments on technical details and actors-actresses and your recommendation.

6. Problem-solution essay: Choose a problem in your environment or in the world that you think is important and write an essay in which you discuss various solutions to this problem.

7. Argumentative essay: Write an argumentative essay in which you take a stand on an issue and support that stand or opinion with valid arguments and evidence. Evidence can be observations or experiences from your life, anecdotes, or explanations.

3.6.4 Peer Editing Checklists

In order to guide students for giving feedback on content and organization, peer feedback checklists were prepared. From one writing task to another, minor changes had to be made on the checklists especially on content questions but the remaining parts were similar across all writing tasks. In order to see all checklists prepared for various assignments, see Appendix D. On the checklists, the students are fist asked to identify issues relating to that specific section of the essay such as a topic sentence and mark it by underlining it or circling it, and they are asked to comment on its effectiveness and finally they are asked to make a suggestion for improvement. These kinds of questions were prepared in the light of the pilot work in which the effectiveness of different types of question types were observed.

The questions on the checklists were designed in order to get as long and

detailed remarks from the students as possible. The size of the checklist above was changed in order to fit it on the page but in the original checklists, enough space was provided for students to write their remarks. The comments were divided according to the parts of the essay and a separate section was provided for general comments on content. In order to prevent students from giving form feedback, they were instructed to give feedback only by answering the questions provided on the checklists and not to make any other unrelated comments. The students guided their peers but they did not provide any direct correction themselves because the purpose is to encourage students to find their own solutions when revising, not to impose ideas upon them. The comments written by the students on the checklists were not analyzed and used as a set of data but they guided the revision processes of the students and ensured that peers are providing only feedback on content and organization but not on form.

3.6.5 Student Reflections on the Writing Process

After each writing task was completed, that is, the final draft was written, the students were asked to write a reflection on the writing process of that task and hand it in with the final draft. A set of questions (see Appendix E) were prepared to guide them. These reflections were compared between the groups to find if there are any differences in student attitudes towards feedback. Also they were compared with the student opinions at the beginning of the study about various kinds of feedback to see whether there were any changes in their opinions about peer feedback and teacher feedback.

3.7 Piloting

The piloting session was done prior to the study at the beginning of the second semester with first year students at the department and lasted for two weeks including the feedback session and writing of two drafts. The piloting was done in order to aid the development of peer editing checklists which would be effective in motivating students to give detailed answers. Normally checklists used in writing textbooks are inadequate in that they are not detailed and ask students questions which can be answered by saying only 'yes' or 'no' and does not tell the peer editor

what to do. The questions asked in the checklists could be effective on the amount of feedback provided. With this concern in mind, the researcher conducted a pilot study to test the effectiveness of two different types of checklists: One that contained traditional yes/no questions (Checklist A) and one that contained questions which asked students first to identify an issue, comment on it, and then provide a suggestion (Checklist B). For the preliminary checklist which was prepared before the pilot testing see Appendix G. Students in both groups were given the following essay topic:

> *Do you agree or disagree with the following idea:*
>
> – *Not everything learnt is contained in books.*

After students wrote their first drafts, they exchanged their papers and half of the students were given Checklist A (18 students) and the other half were given checklist B (18 students). The students in the experimental group provided feedback for their peers using the improved questions. Students were given some time to write their second draft and handed them in the following week. After students handed in their second drafts, both the feedback received from students and the resulting revisions were analyzed. The results of the pilot study showed that when students used checklists containing more detailed questions asking them to identify, evaluate and suggest they provided more feedback. Another finding was that the group who received feedback through the improved checklist made more revisions to their essays. The results of the pilot study were used in order to guide the preparation of the peer feedback checklists used in the study.

In addition to the piloting of peer feedback checklists two colleagues at the researcher's department, who taught writing classes, were interviewed using a semi-structured interview. The teacher interview (see Appendix C) concerned the context and objectives of the writing courses they taught, their overall impression about their students' writing ability and the approach they followed in their writing classes. The instructors were also asked whether they employed teacher and peer feedback and whether they thought these activities were useful. The teachers reported in the interviews that their students possessed little knowledge of writing conventions and needed to learn all aspects of writing. The writing teachers also thought that if employed, their students would benefit from peer feedback. It was inferred from the teachers' responses that peer feedback was not used systematically in writing classes;

however, the teachers attitude towards it was not negative. The teachers' responses were used to guide the study.

3.8 Peer Feedback Training

Students in the experimental group were provided training on how to give feedback to their peers as literature suggests that training students increases the effectiveness of peer feedback (Mc Groarty & Zhu, 1997; Berg, 1999; Sengün, 2002; Nilson, 2003; Min, 2006). During the peer feedback session, students were first asked what they know about peer feedback. After discussing their answers, the teacher gave them a definition of peer feedback and short instructions about what they were going to do. They were instructed that giving feedback does not only mean looking for mistakes of spelling, punctuation, or grammatical structure but also to comment on the way ideas are presented and ordered.

The students were given a peer feedback task instruction sheet on which they were given instructions which guided them through the task. Firstly, the students were given a student essay selected for the activity, next they were instructed to work in pairs and read the text they were given and then mark places on the text where they thought the meaning was unclear, incomprehensible or capable of being improved. They were also instructed not to pay attention to grammar spelling or punctuation unless it interfered with understanding.

Next, the student essay under examination was put up on OHP to be viewed by the whole class and students were asked to share their suggestions. After this discussion, students were asked to make a list of points they thought were important to be considered in evaluating the content and presentation of information in a piece of writing. After making a list, the teacher told the students to redraft the student essay bearing in mind the points they listed on their checklist. Finally, students shared their versions of the text with the class. In this peer editing task, the aim was to put students in the position of a teacher who has to make decisions when approaching a text and also to give them practice in giving feedback to a peer's paper. They both thought about peer feedback and practiced it.

3.9 Data Collection Procedures

The data for the study came from various sources, student questionnaires and reflections, teacher interviews, student essays, revisions made by students between drafts, student scores for essays and student scores on the pre-test and post-test. Both quantitative and qualitative data were used in the study. The qualitative data were obtained from student questionnaires, student reflections and teacher interviews and the quantitative data were obtained from pre-test, post-test and revision coding from drafts of student essays.

3.9.1 Collection of Qualitative Data

Prior to the study, at the beginning of the spring semester, the students were given a questionnaire in order to collect data on students' background in second language writing, whether they took second language writing classes or not during their previous education. The student questionnaire also provided information about students' preferences of various feedback types and their previous experience with peer feedback. Student reflections were another source of data which provided information about students' attitude towards writing and peer or teacher feedback in general. The questionnaires and reflections were compared between the groups order to find out if there were any changes in attitude towards feedback and writing after the study. With the teacher interview, the researcher collected data about the writing approach followed by the two other instructors at the researcher's home institution and their practices about feedback in their classes.

3.9.2 Collection of Quantitative Data

Quantitative data for the study were collected via the pre-test, the post-test and student essays. Three sets of data were collected using the students' essays. The first set of data was the number and types of revisions students made from first to second and from second to final drafts of their essays.

All second and final drafts written by the experimental and control groups were coded for revisions students made on form, content and organization, all

revisions on form, content and organization were counted. Content revisions refer to revisions which alter the meaning in some way by adding new ideas or concepts into the essay or by removing existing content. Examples of content revisions from student essays are presented in figures 3.4 and 3.5 below:
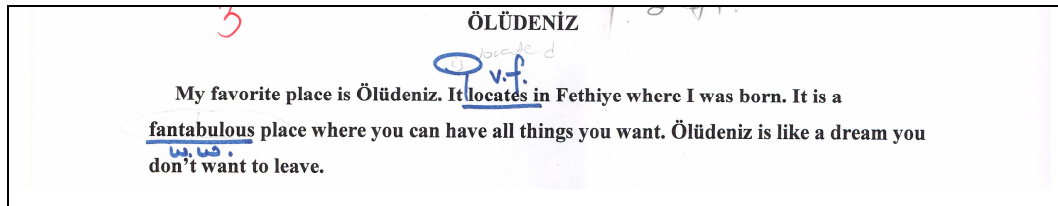
Figure 3.4 Excerpt from Description of a Place Essay 1ˢᵗ Draft Written by Student Writer #1 from Experimental Group
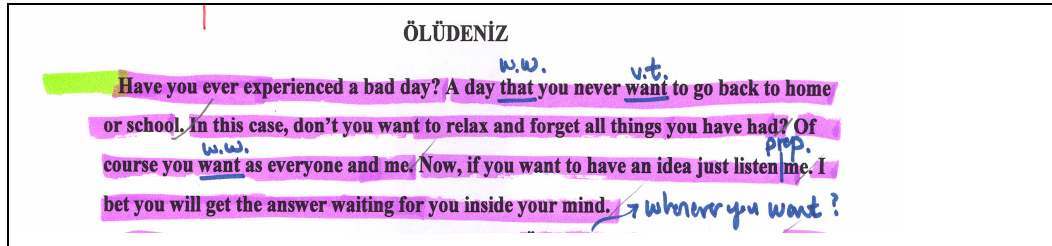
Figure 3.5 Excerpt from description of a place essay second draft written by student writer #1 from experimental group

In the experimental group, as mentioned before, student writers received feedback about content from peer feedback. The suggestions were written by peer reviewers on the corresponding checklist prepared for each essay and by considering the suggestions made, student writers made revisions in their drafts. A comparison of the excerpts from the first draft and second draft of student writer #1 above reveals that new content has been added to the essay. While student writer #1 did not have a clear introduction in the first draft, she added a couple of sentences which prepare the reader for what is to follow and so set the background of the essay. These sentences did not exist before, so they add new content to the essay and were coded as content revisions. These newly added sentences improve the content by providing specific information about why Ölüdeniz is such a special place for the writer.

Different revision types were coded with different colors. For example, here the area marked with a purple marker indicates content revisions and the green

marker indicates organization revisions. Organization revisions were those revisions which affected the order in which ideas are presented. In Figure 3.5, the area marked with a green marker indicates an organization revision. In the first draft, the writer did not have an introduction paragraph, but in the second draft, the writer improved the organization by adding a new paragraph at the beginning which would serve as an introduction to the topic: my favorite place.

Another organization revision example is provided in figures 3.6 and 3.7. As can be seen in Figure 3.6 student writer #2 has written her essay in a block without any paragraph divisions. With peer feedback, student writer #2 has decided to start a

BEING IN DESPERATE STRAITS

The first time that I felt lost (because I couldn't communicate with someone)

was in a park where I came across a deaf girl. That day, the weather was warm. I

wanted to go out. After walking around the seashore alone, I went to a park. When

I was strolling and watching children who were playing, I came across a girl. She

was a very beautiful and pretty girl. She looked at me with a smile on her

face. Her eyes were also meaningfull."Can I help you?" I asked. She didn't

answer to me. It appeared as if she had had some thoughts in her mind. After a

Figure 3.6 Excerpt from Narrative Essay 1ˢᵗ Draft Written by Student Writer #2 from Experimental Group

new paragraph with the word "When…" and thus separated the introduction from the body of the essay. In the first paragraph, student writer #2 sets the scene by talking about her whereabouts, the weather and signals that she will narrate an event which had some significance for her. After setting the scene in this way, she can go on to talk about details of the event, so she can start a new paragraph. Perhaps she has been

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NARRATIVE WRITING

BEING IN DESPERATE SITUATIONS

The first time that I felt lost (because I couldn't communicate with someone) was in a park where I came across a deaf girl.That day, the weather was warm.I wanted to go out.After walking around the seashore alone,I went to a park. When I was walking and watching children who were playing,I came across a girl.She was a very beautiful and pretty girl.She looked at me with a smile on her face.Her eyes were also meaningfull."Can I help you?" I asked.She didn't answer to me.It appeared as if she had had some thoughts in her mind.After a

Figure 3.7 Excerpt From Narrative Essay 2nd Draft Written by Student Writer #2 from Experimental Group

directed to do so by the peer feedback, because on the peer feedback checklist, there are questions regarding paragraph divisions.

The third type of revisions that were coded was form revisions. These are all kinds of revisions which relate to grammar, sentence structure and mechanics. In figures 3.8 and 3.9 examples of form revisions are presented:

MY SPIRITUAL TWIN

Sharing something special,explaining your feelings or listening her troubles…
All of these things are some parts of being a good friend.Everyone has also a friend who has a great influence on his or her life;I have too.
It was a day at the beginning of the first term in High School.I was feeling like a lame duck because I didn't know anyone around me.Then I saw a person who was turning her eyes in particular direction.We entered the classroom and started to talk and become friends which goes on still today without any dull matters.Thanks to God, I have a friend like her.

Figure 3.8 Excerpt from description of a person essay first draft written by student writer #3 from experimental group

In Figure 3.8, you can see correction symbols marked by the teacher. The student writer then takes these symbols into consideration and makes the following form revisions that can be seen in Figure 3.9. Those revisions which regarded form were coded with a pink marker.

MY SPIRITUAL TWIN

Sharing something special,explaining your feelings or listening to her troubles…
All of these things are some parts of being a good friend.Everyone has a friend
who has a great influence on his or her life;I have a friend like this,too.
v.t.
It was a day at the beginning of the first term in High School.I was feeling like
a lame duck because I didn't know anyone around me.Then I saw a person who was
turning her eyes in particular direction.We entered the classroom and started to talk
and became friends which goes on still today without any dull matters.Thanks to God,
I have a friend like her.
prep

Figure 3.9 Excerpt from Description of a Person Essay 2ⁿᵈ Draft Written by Student Writer #3 from Experimental Group

Here as you can see above in Figure 3.9, the teacher warned student writer #2 about a missing preposition and she changed "listening her troubles" to "listening to her troubles". "Become" in the first draft was underlined and marked with a verb tense symbol and student writer #2 changed the verb tense from present "become" to past tense "became".

Figures 3.10 and 3.11 show other examples of form revisions from the movie review essay. In the first excerpt takes from the first draft of the movie review essay, the teacher has marked errors with correction symbols and the student writer has made revisions in the second draft. For example a spelling mistake was marked with the corresponding correction symbol (sp.) and the student writer made the correction

THE PIANIST

The pianist ,which was filmed in 2003, arouses a great intrest all over the
v.t.   sp.
world with the extraordinary ability of reflection of the real life story to the
scene.The director inspires by the diary of Splizman who experiences the years
v.t.   p
of II World War In this unusual film the leading role belongs to the actor
p
Adrien Brody.For this film he is helped by the historians to perform his role

Figure 3.10 Excerpt from Movie Review Essay 1st Draft Written by Student Writer #3 from Experimental Group

by changing "intrest" [*sic.*] to "interest". Another form mistake was done with the verb inspire which had to be used in passive form, so it was marked with "v.f." meaning verb form and the student writer changed the verb form from active "inspires by" to passive "was inspired by". Another mistake in these excerpts relates word order. When talking about the Second World War, student writer #3 has written "II. World War" and the teacher has marked it with a word order symbol, so the student writer has changed it to "World War II". Also, missing punctuation marks were marked by the teacher and corrected by student writer #3 as can be seen in Figure 3.11.

THE PIANIST

The pianist ,which was filmed in 2003, has aroused a great interest all over the world with the extraordinary ability of reflection of the real life story to the scene.The director was inspired by the diary of Szpilman who experiences the years of World War II.In this unusual film, the leading role belongs to the actor Adrien Brody.For this film, he is helped by the historians to perform his role according to the reality.Other actors and actresses are Thomas

Figure 3.11 Excerpt from Movie Review Essay 2nd Draft Written by Student Writer #3 from Experimental Group

In order to ensure that the coding was reliable, a second rater also coded a sample of student papers for form, content and organization revisions. A percentage of agreement was calculated in order to see how much raters agreed upon the revisions; whether they put various revisions into the same category. Revision coding of the second rater showed 85% agreement with the researcher's revision coding. After all coding was done, the counts of revisions were then compared between the experimental and control groups. Table 3.3 shows the number of essays analyzed for the study.

Table 3.3 The Number of Essays Analyzed and Coded for Revisions

	n.	Number of essay types	Number of drafts	Number of essay drafts analyzed
Experimental group	28	7	3	588
Control Group	29	7	3	609
Total	57	7	3	1197

The second set of data collected through student essays was essay scores. Each final draft was evaluated using a scoring rubric by the researcher. For each essay type a separate scoring rubric (see Appendix J) was prepared by the researcher. In order to achieve inter-scorer reliability, 25% of the papers were scored by a second writing instructor. Firstly, the essay scores were compared between the groups and secondly it was investigated whether there is a relationship between the number of revisions made and achievement in writing.

The third set of data from the drafts of student essays was obtained by using Faigley and Witte's (1981) taxonomy of revisions (see Figure 3.12). Faigley and Witte's taxonomy of revisions is "… based on whether new information is brought to the text or whether old information is removed in such a way that it cannot be recovered through drawing inferences" (p.302). They make a distinction between surface changes and meaning changes. Surface changes do not affect the meaning of the text, meaning changes; however, represent changes that add new information to or delete new information from the text. This taxonomy has been widely used in writing research in order to analyze revision (Chadwick & Bruce, 1989; Hui-Tzu, 2006; Niven & Meyer, 2007).

Revision Changes			
Surface Changes		**Text-Base Changes**	
Formal Changes	*Meaning-Preserving Changes*	*Microstructure Changes*	*Macrostructure Changes*
Spelling	Additions	Additions	Additions
Tense,	Deletions	Deletions	Deletions
Number, and	Substitutions	Substitutions	Substitutions
Modality	Permutations	Permutations	Permutations
Abbreviation	Distributions	Distributions	Distributions
Punctuation	Consolidations	Consolidations	Consolidations
Format			

Figure 3.12 A Taxonomy of Revision Changes (Faigley & Witte, 1981, p.303)

Source: Faigley, L., Witte, S. (1981). Analyzing Revision. *College Composition and Communication*, **32, 400-415, p.303**

Briefly, in the taxonomy, there are four main categories: formal surface changes, meaning preserving surface changes, microstructure meaning changes and macrostructure meaning changes. The revisions have been categorized in this taxonomy according to their effect on the meaning of the passage. There are two main categories of revisions in the taxonomy: Surface changes and meaning changes. Each of these two main categories is then divided into two subcategories of their own. Under the category of surface changes, formal changes refer to those changes which are mainly copy-editing operations, and meaning-preserving changes refer to those changes which paraphrase concepts in the text but do not alter them.

On the other hand, the category of meaning changes is divided into two subcategories of microstructure meaning changes which do not affect the overall message of a text, and macrostructure changes which alter the overall message of the text. The categories are differentiated from each other depending on how much they affect the overall message of a text. Of the four categories, meaning changes are considered to be more effective on the improvement of writing; therefore, they are considered to be of higher quality. Faigley and Witte (1981) explain meaning preserving surface changes as such: "This category includes changes that paraphrase the concepts in the text but do not alter them. For example an addition would raise to

the surface a concept which can be inferred (you pay two dollars=> you pay a two dollar entrance fee)" (p.403).

A substitution refers to a change which involves exchanging one term with another term with a similar meaning. Faigley and Witte (1981) explain substitution as follows: "Substitutions trade words or longer units that represent the same concept. For example: *out-of-the-way spots => out-of-the-way places.*" (p. 403) Permutation: A permutation is defined by Faigley and Witte (1981) as follows: "Permutations involve rearrangements or rearrangements with substitutions. For example: *springtime means to most people => springtime, to most people, means.*" (p.403)

Distributions are defined by Faigley and Witte (1981) as follows:

> Distributions occur when material in one text segment is passed into more than one segment. A change where a writer revises what has been compressed into a single unit so that it falls into more than one unit is a distributional change. For example: I figured after walking so far the least it could do would be to provide a relaxing dinner since I was hungry. => I figured the least it owed me was a good meal. All that walking made me hungry (p.403).

A consolidation change occurs according to Faigley and Witte (1981) when:

> …elements in two or more units are consolidated into one unit. For example And there you find Hamilton's Pool. It has cool green water surrounded by 50-foot cliffs and lush vegetation. => And there you find Hamilton's Pool: cool green water surrounded by 50-foot cliffs and lush vegetation (p.403).

The taxonomy was used in order to explore whether there is a relationship between the quality of revisions done by students between drafts and their achievement in writing. In order to achieve inter-rater reliability, the essays were coded by a second rater. Because the second rater was not experienced in using the Faigley and Witte's taxonomy, she was first trained by the researcher about how to use the taxonomy. Figure 3.12 shows the categories in Faigley and Witte's taxonomy of revisions. Only essays written by a representative sample of randomly selected students, around 21% of the whole population, could be coded according to the taxonomy because of the huge number of essays and time limitations.

3.10 Data Analysis Procedures

This experimental study basically depended upon the comparison of an experimental group and a control group after a feedback treatment with all other variables kept constant. The two groups in the study were compared in terms of the following:

1. The number of revisions made in the content of the essays.

2. The number of revisions made in the organization of the essays.

3. The number of revisions made in the form of the essays.

3. The number of overall revisions made in the essays.

5. The quality of the revisions made as determined by Faigley and Witte's (1981) Taxonomy of Revisions.

6. The overall improvement in the quality of the essays.

7. The participants' attitude towards feedback.

8. The participants' attitude towards writing.

Both qualitative and quantitative data were collected for the study. Qualitative data were collected from the student questionnaire, student reflections and teacher interviews whereas quantitative data were collected through revision coding of student essays, and by scoring the essays using scoring rubrics.

The data obtained through the student questionnaire, student reflections and teacher interviews were analyzed by means of descriptive statistics. The student questionnaire contained one Likert Scale item and the rest of the questions were open ended. For the Likert Scale question, the frequency counts of the responses were presented. SPSS 13.00 Program was used for this analysis. Open ended items on the student questionnaire were summarized by grouping related responses together, identifying similarities, and counting frequencies. Student reflections also contained open-ended items which were analyzed descriptively by finding similarities and grouping related responses together. Only two teachers were interviewed and their responses were used to guide the study. The interview responses were read and summarized; they did not require any calculations of frequencies but provided information about the status of other writing classes at the department.

On the other hand, statistical procedures were used in order to analyze the quantitative data obtained. The first set of data was obtained through analysis of

student essays in terms of revisions of form, content and organization. The researcher read and compared first and second, second and final drafts of students and marked all revisions on form, content and organization using color codes (pink for form revisions, purple for content revisions and green for organization revisions). (see Appendix H for sample student essays coded for revisions). The revisions were then tallied and counted and the frequencies were found for each revision type. The frequencies were compared between the experimental and control groups. SPSS 13.00 Program was used for the comparison.

In addition, all seven student essay were scored by using scoring rubrics (see Appendix J) prepared by the researcher by examining the categories from the TOEFL TWE section rubrics (Weigle, 2002). For each essay writing task, a special rubric was prepared as mentioned above. 30% of all student essays were coded by a second rater in order to establish inter-rater reliability. A percentage of agreement was calculated for inter-rater reliability using SPSS 13.00 program. Each student was given an average score by taking the average of the scores on seven essays written by that student. In order to see if there was a relationship between the average scores of students and the number of revisions done on form, content and organization, a Pearson Product moment correlation was calculated by using the SPSS 13.00 program.

Another concern of the study was to see whether the quality of revisions affected writing achievement. In order to answer this question, the revisions from a representative sample containing 21 % of the essays were coded by using Faigley and Witte's (1981) taxonomy of revisions. A second rater was trained in using the taxonomy and coded the papers for revisions. A percentage of agreement was calculated for inter-rater reliability using SPSS 13.00 program in order to see if the coding was reliable. The frequency counts of revisions in different categories of the taxonomy were then compared to the average scores of the students by using a Pearson product moment correlation with the SPSS 13.00 program.

The pre-test writing task and post-test writing task were scored by the researcher by using the argumentative essay scoring rubric. The essays were scored by a second rater in order to achieve inter-rater reliability. Cronbach's Alpha was calculated for inter-rater reliability using the SPSS 13.00 program. In order to see if there were any changes between the experimental and control groups, these scores

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were compared by using an independent samples t-test with SPSS 13.00 program.

3.11   Limitations of the Study

The main limitation of the study was caused by the nature of the data collected for the study, that is, student essays. Although the student essays that were the main source of information contained valuable information about students' writing processes, the researcher could not analyze all possible information provided from the essays because of the huge amount of time that would have taken. The vast amount of data (three drafts of seven essays written by 57 students) did not allow for close analysis of individual student papers. Thus, the researcher had to use generalizations by summarizing the data obtained.

CHAPTER IV

RESULTS

This chapter consists of both qualitative and quantitative results of the present study obtained by using the data collection instruments outlined in Chapter III. Quantitative data used in the study were obtained from the essays written by the students assigned to the control (teacher as the only source of feedback) and the experimental (teacher feedback complemented by peer feedback) treatments. On the other hand, qualitative data were obtained by means of student questionnaires, student reflections and teacher interviews. The results are presented in the order of the four main research questions which were investigated in the study. Firstly, results concerning the first research question about the comparison of revision types between the experimental and the control group are presented. Secondly, results concerning the second research question about the relationship between the types and frequency of revisions and achievement in writing are presented. Thirdly, the results obtained for the third question concerning the relationship between quality of revisions and achievement in writing are presented. Lastly, qualitative results obtained in order to answer the fourth research question concerning student attitudes towards writing and feedback are presented.

4.1 Comparison of Numbers and Types of Revisions

The first research question investigated by the study concerned the quantitative comparison of the two feedback models tested in the study: full teacher feedback or complementary peer-teacher feedback in terms of the frequency of revisions they created on student drafts. Although effects of revision on writing improvement have not been tested, it can be inferred from the literature on revision in writing that it is desirable for students to make revisions in their essays rather than keeping the original first draft as this would not bring about improvement. In addition, making no

revisions would not be in accordance with the process approach to writing instruction. The rationale in the comparison of revisions in this study was that motivating students to make revisions would help them develop as writers. For that reason the researcher wanted to test whether the complementary peer-teacher feedback model was as successful as the traditional teacher feedback in motivating students to make revisions on their essays so that they could improve their writing skills.

In the two treatment groups, the feedback was provided in this way: full teacher feedback was provided for control group students, that is, feedback on all three areas of form, content and organization of the essays was provided by the teacher. On the other hand, the experimental group students which were given the complementary peer-teacher feedback were provided form feedback from the same source: the teacher, and content and organization feedback from a different source: peers. The concern of the investigation was to find out which feedback model created more form, content and organization changes on student drafts respectively. For the comparison of feedback types, all three drafts of each of the seven student essays were compared and coded for three types of revisions: those on content, form and organization. Revisions that affected meaning were coded as content revisions, revisions which affected the grammatical forms used were coded as form revisions and revisions which affected the organization of paragraphs and sentences were coded as organization revisions. Examples of each of these feedback types taken from the student essays were provided in Chapter III. After all coding was done by comparing drafts written by student writers both in the experimental and in the control groups in the way explained above, the frequency of revisions made in these three types of categories were compared between the two groups of students. The comparison is summarized in the tables below.

The first comparison was made between the frequencies of form revisions made by the experimental and the control group students. As form feedback was provided by the same agent: the teacher to both the experimental and the control groups it was not expected to find significant differences between the total frequency of form revisions between the two groups and this expectation was fulfilled by the results. The comparison of total frequency of form revisions through computation of an independent samples t-test showed that there were no significant differences

overall between the two groups (t = -. 924, p>0.05) as can be seen in Table 4.1.

Table 4.1 Comparison of Total Numbers of Form Revisions

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
form	Equal variances assumed	5,068	,028	-,930	55	,356	-5,87192	6,31207	-18,52159	6,77775
	Equal variances not assumed			-,924	47,390	,360	-5,87192	6,35364	-18,65101	6,90717

The number of form revisions made by the experimental and the control group students in seven essays from first to second and from second to final drafts can be seen in Table 4.2 below.

Table 4.2 Form Revisions in Seven Essays Across two Groups

	Group			
	Experimental		Control	
Type of Essay	*f*	*%*	*f*	*%*
Letter	97.00	6.38	133.00	8.15
narrative	194.00	12.76	125.00	7.66
desc.-place	238.00	15.66	379.00	23.22
desc.-person	239.00	15.72	266.00	16.30
movie	266.00	17.50	244.00	14.95
pr/sol	199.00	13.09	169.00	10.36
argument	287.00	18.88	316.00	19.36
Total	1520.00	100.00	1632.00	100.00

As can be observed in Table 4.2, only in two essay types: the narrative essays (ex.=194, cont.=125) and the description of a place essays (ex.=238, cont.=379) there seems to be important differences between the groups in terms of form revisions and these were additionally tested through the computation of independent t-tests. These analyses revealed that only in the description of a place essays, the difference in frequency of form revisions between the experimental and the control groups was significant (t= - 2.954, p<0.01) as shown in Table 4.3.

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Table 4.3 Comparison of Numbers of Form Revisions in Description of a Place Essays

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Difference	Difference	Lower	Upper
place	Equal variances assumed	6,166	,016	-2,979	55	,004	-5,32882	1,78903	-8,91412	-1,74352
	Equal variances not assumed			-2,954	43,835	,005	-5,32882	1,80421	-8,96535	-1,69228

However, the fact that one essay type shows significant differences did not affect the overall picture and the total number of form revisions made by the experimental and the control groups did not show a significant difference as mentioned above. This indicates that if the agent is kept constant, students' revising behavior does not change from one group to the other. In Figure 4.1, the comparison of form revisions made in all the seven essays by the experimental and control group student writers can be seen in a visual representation.
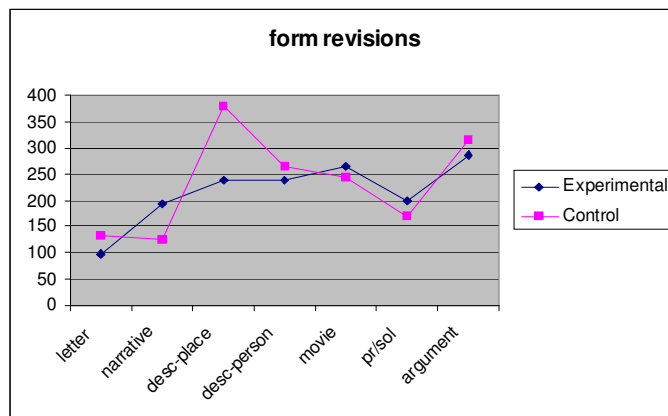
Figure 4.1 Graphical Display of Frequency of Form Revisions in seven Essays Across two Groups

In order to see if changing the agent creates any differences, comparisons were made between the frequencies of content and organization revisions as well. These comparisons also served as ways of testing the effect of the complementary peer-teacher model of feedback on students' revising behavior. The second comparison

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was made between the frequencies of content revisions made by the experimental and the control group students in seven essays between first, second and final drafts. Students in the two groups made content revisions by receiving feedback from different agents. For the experimental group students, the source of content feedback was their peers and for the control group students, the source of content feedback was the teacher. This choice of feedback source was made deliberately and students were not given the responsibility for providing form feedback because one of the complaints of student writers about peer feedback is that peers do not provide correct feedback on form. However, research on the effects of peer feedback on student writers reports that students have more positive ideas about content feedback coming from peers and that they think they benefit from different points of view (Butcher, 2006). Table 4.4 summarizes the frequency and percentages of the content revisions made by the experimental and control group student writers in all the seven essays.

Table 4.4 Content Revisions in Seven Essays Across two Groups

Type of Essay	Group			
	Experimental		Control	
	f	$\%$	f	$\%$
letter	111.00	13.12	126.00	11.41
narrative	149.00	17.61	125.00	11.32
desc-place	143.00	16.90	224.00	20.29
desc-person	91.00	10.76	183.00	16.58
movie	77.00	9.10	120.00	10.87
pr/sol	172.00	20.33	169.00	15.31
argument	103.00	12.17	157.00	14.22
total	846.00	100.00	1104.00	100.00

The total number of content revisions was compared by means of an independent samples t-test to see whether there is a significant difference between the two groups. The t-test result indicated that the difference between the number of content revisions made by students in the two groups were significant with t = -2.032, p<0.05 (see Table 4.5) with the control group having made significantly

more revisions compared to the experimental group (ex. = 846, cont.=1104).

Table 4.5 Comparison of Total Numbers of Content Revisions

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
cont	Equal variance assumed	5,095	,028	-2,047	55	,045	-10,25616	5,01062	20,29766	-,21466
	Equal variance not assumed			-2,032	46,305	,048	-10,25616	5,04659	20,41262	-,09970

A close look at the raw numbers of content revisions indicates a bigger difference in two essay types: those of description of a place and description of a person essays. For this reason, it was found necessary to check if these differences were statistically significant. With this in mind, after the comparison of the total number of content revisions was done, in order to get a better idea about where the difference lies, independent samples t-tests were computed between numbers of content revisions in all essay types. As a result of this analysis, no significant differences were detected between the number of revisions made by the control and the experimental group students in individual essay types.

This shows that although the traditional feedback model created more revisions on the whole, the differences in the frequency of revisions between different essay types were not statistically significant. We could conclude according to this result that the complementary peer-teacher feedback model used in the study could close the difference in individual essays by creating revisions at a comparable number to those created by the traditional feedback model. Although the control group students seem to have created more revisions on the whole students provided feedback by the complementary peer-teacher feedback model were not at a disadvantage compared to the students in the control group who received feedback from the teacher. As for the significant difference between the total numbers of content revisions, it was thought that the cumulative effect of small differences between the numbers of content revisions made on different essay types could have been effective.

In Figure 4.2, the comparison of content revisions between the experimental

and control groups can be seen more clearly in a graphical display. As the figure also shows, for this category, more revisions were made by the control group but as discussed above, while the difference between the total number of revisions is significant statistically, between individual essay types the differences are not significant, which is a result in support of the complementary peer-teacher feedback model, as it shows students in the control group were also motivated to make a considerable number of content changes by peer feedback.
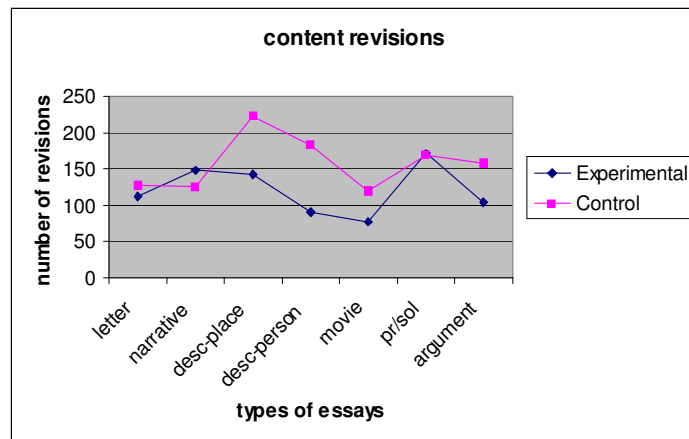
Figure 4.2 Graphical Display of Frequency of Content Revisions in Seven Essays Across two Groups

The last category of revisions compared between the groups was organization revisions. For organization of essays, source of feedback was peers for the experimental group students and teacher for the control group. Because the two groups received different treatments in terms of source of feedback, we can expect differences in number of organization revisions between the two groups.

Table 4.6 summarizes frequency and percentages of organization revisions made by the experimental and the control group student writers. As expected, the two treatments seem to have created different effects on students' revising behavior for organization revisions. It was observed that both the experimental group students and the control group students made a considerable number of revisions of organization in their essays although their number is fewer compared to the other two types of revision.

Table 4.6 Organization Revisions in Seven Essays Across two Groups

Type of Essay	Experimental		Control	
	f	*%*	*f*	*%*
letter	36.00	22.09	39.00	15.98
narrative	26.00	15.95	25.00	10.25
desc-place	34.00	20.86	66.00	27.05
desc-person	10.00	6.13	33.00	13.52
movie	18.00	11.04	22.00	9.02
pr/sol	28.00	17.18	30.00	12.30
argument	11.00	6.75	29.00	11.89
total	163.00	100.00	244.00	100.00

In Figure 4.3, the comparison of organization revisions between the experimental and control groups can be seen more clearly in a graphical display. As can be seen from the figure, differences were observed between the groups in terms of the number of organization revisions made.
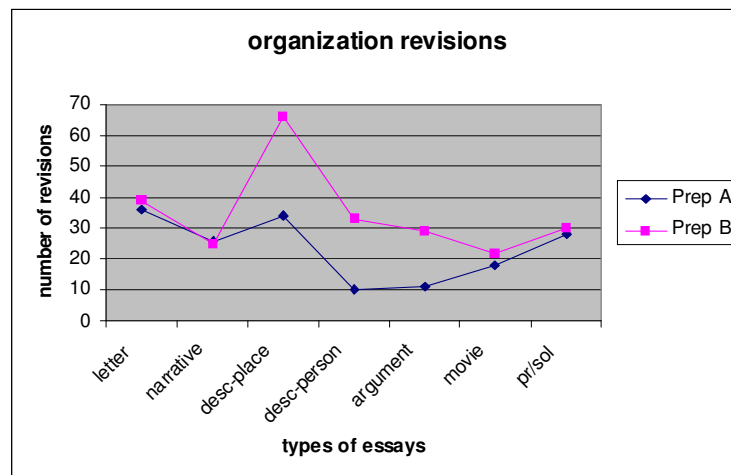
Figure 4.3 Graphical Display of Frequency of Organization Revisions in Seven Essays Across two Groups

In order to see if this difference was significant, an independent samples t-test was computed and as a result it was seen that there was not a significant difference between the total number of revisions on organization between the experimental and

control groups (t= -1.998, p>0.05). The results of the t-test can be seen in Table 4.7.

Table 4.7 Comparison of Total Numbers of Organization Revisions

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
org	Equal variances assumed	1,828	,182	-1,998	55	,051	-3,09360	1,54842	-6,19670	,00951
	Equal variances not assumed			-1,983	45,998	,053	-3,09360	1,55979	-6,23330	,04611

Up to now, the results of revision coding have been given in detail including the frequency of revisions made by students in each type of essay. An overall presentation of all form, content and organization revisions regardless of essay type is provided below in Table 4.8. The results show that both groups display a similar trend in terms of the most common revisions and the least common revisions. In both groups, the most common type of revision made by student writers is form revisions. Again, in both groups, second most commonly made revision by the student writers is content revisions. Similarly, in both groups the least commonly made revision by student writers is organization revisions.

Table 4.8 All Revisions Across two Groups

	Group			
	Experimental		Control	
Type of revision	*f*	*%*	*f*	*%*
Form	1520.00	60.10	1632.00	54.77
Content	846.00	33.45	1104.00	37.05
Organization	163.00	6.45	244.00	8.19
	2529.00	100.00	2980.00	100.00

This may be due to the relative cognitive difficulty for making different types of revisions. While making a form revision which requires changing an article or correcting a word form mistake does not require much effort, improving meaning by adding examples or writing a missing topic sentence may require more effort on part of the students. When we consider the nature of the different types of revisions there are differences between them, which could explain why there is not an equal number

of revisions in all three categories of revisions. For example, if we consider form revisions, making such a minor change as changing an article or adding a missing article counts for one form change, in the organization revisions category, changing the order of two paragraphs or sentences counts as one organization change. Thus, it should not be surprising to see more form revisions compared to content and organization revisions since it is not possible to make as many organization changes in an essay as form revisions. Similarly, deciding upon the order of paragraphs and sentences and changing their place in the essay may not be as easy a task for students as changing an incorrect tense usage.

Figure 4.4 below shows the total frequency of form, language and organization revisions in all essays across the two groups. As can be seen from the figure, in all three categories of revisions, the control group students seem to have been engaged in more revision activities depending on the numbers displayed in Table 4.8 above; however, when the magnitude of the difference is considered, actually the two groups are quite close to each other in organization and form revisions but noticeably differ from each other in content. The significance of the differences also has to be considered. And between both content and organization revisions, largest differences in number of revisions were seen in the description genre although, the differences observed were not significant with the content revisions and significant with one essay type for the organization revisions.
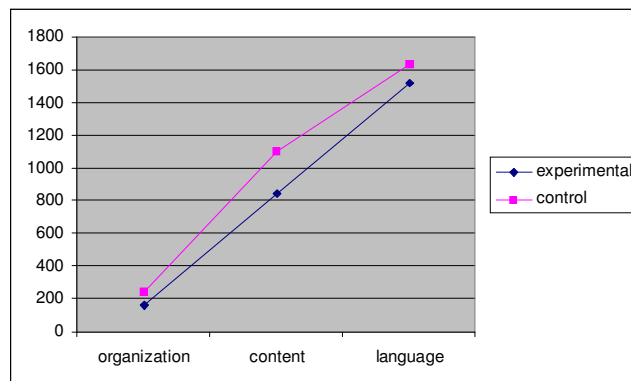
Figure 4.4 Graphical Display of all Revisions Across two Groups

These results may be due to the differences between writing task requirements

and their relative difficulty for students and may suggest implications for the use of peer feedback in writing instruction. Possible implications will be discussed in detail in the next chapter. As a result of the comparisons between the numbers of revisions, although the experimental group students seem to have revised content and organization less than the control group students when considered through a rough comparison of the total numbers, a closer look at individual essay types did not reveal very important differences. In this regard, we can say that the experimental group students who received content and organization feedback from their peers were very close to the control group who received these types of feedback from the teacher, in terms of how much they could revise the content and organization of their essays.

4.2 Relationship Between Number of Revisions and Achievement in Writing

The second research question investigated by the study was: "Is there a relationship between number and types of revisions and achievement in writing?" In order to investigate whether there is a relationship between number and types of revisions made by students and achievement in writing as reflected with essay grades, Pearson Product Moment Correlation coefficients were computed by means of SPSS 13.0 program. In the present study, Pearson Product Moment Correlation analysis was used in order to explore firstly whether there is a relationship between number and types of revisions and achievement in writing, and secondly if there is a relationship, what its magnitude and direction is. The results of the correlation analyses are presented in detail below in tables and figures. Firstly, each revision type and its relationship to average essay scores are presented. Then, all the relationships are presented collectively.

The first correlation analysis was carried out between number of form revisions and average essay scores. The purpose of this analysis was to find out whether there is a relationship between the number of form revisions made by the students and their achievement in writing. As mentioned in Chapter III, writing achievement was indicated by the average score of seven essay scores written by each student during the course of the study. The grading procedures and the reliability of the grading were also discussed in Chapter III. The result of this analysis is presented in Table

4.9 below.

Table 4.9 Correlation Between Form Revisions and Average Score

		Average
form	Pearson Correlation	.574(**)
	Sig. (2-tailed)	0
	N	57

** Correlation is significant at the 0.01 level (2-tailed).

As Table 4.9 shows, a positive significant correlation (r = .574, p<0.01) was found between number of form revisions and achievement in writing as indicated by the average essay score. This result indicates that having made more form revisions means receiving a higher grade on essays. Although the raters used an analytical scoring rubric in which form was only one of the components and a balanced importance was given to other components of writing such as organization, content and mechanics, traditionally teachers may tend to view an essay with fewer surface level mistakes as an indication of better writing quality. The larger relative effect of form revisions on the average essay score could be explained in this way. In addition, this effect of form revisions on the average essay scores may not have affected the results of the study because both groups received form feedback from the same agent: the teacher. For this reason, although it was found that making more form revisions affects the average essay score positively, neither of the groups were at a disadvantage because, first of all, the form feedback was provided to both groups by the teacher and secondly the difference between the number of form revisions made by the two groups were not found to be statistically significant. As a result, in regards of the effect of form revisions, both groups seem to have received an equal amount of contribution to their grades. A scattergram of the data is plotted in Figure 4.5 below. As the scattergram shows there is a trend to the positive direction; however, the direct relationship is not very obvious.
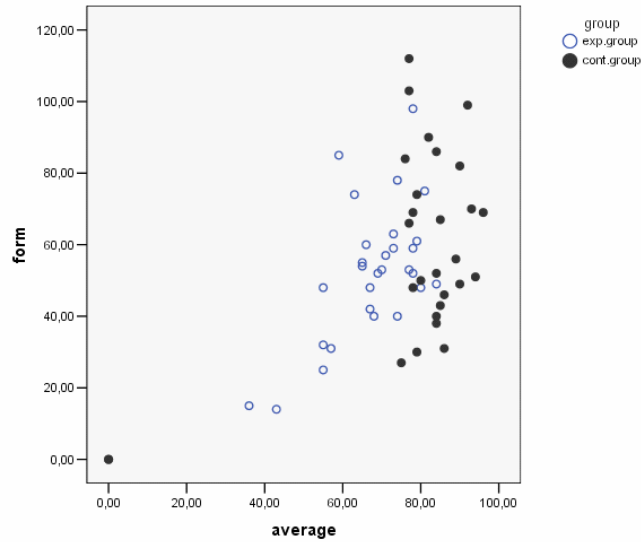
**Figure 4.5 Scatter Plot of Relationship Between
form Revisions and Achievement**

The second correlation was sought between number of content revisions and achievement in writing as indicated by the average essay score in order to find whether there is a relationship between number of content revisions made by students and their achievement in writing. Table 4.10 shows the results of this correlation. As can be seen from Table 4.10, a positive significant correlation with $r = 0.458$ and $p<0.01$ was found between total number of content revisions made by students and achievement in writing.

**Table 4.10 Correlation Between Content Revisions
and Average Score**

		Cont.
average	Pearson Correlation	.458(**)
	Sig. (2-tailed)	0
	N	57

** Correlation is significant at the 0.01 level (2-tailed).

Cont. =content

A scattergram of the data is plotted in Figure 4.6 below showing the direction

of the relationship between content revisions and achievement in writing. Similar to the form revisions and average score relationship, a positive relationship was found between content revisions and average essay score too, indicating that we can predict from one variable to the other, that is, as one variable changes, so does the other. Figure 4.6 shows the positive relationship between content revisions and average essay scores.
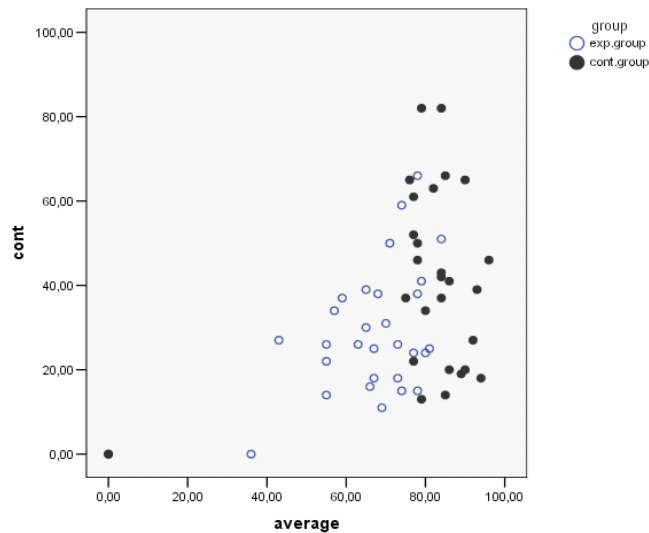
Figure 4.6 Scatter Plot of Relationship Between Content Revisions and Achievement

Although the magnitude of the correlation between content revisions and achievement in writing is moderate, it nevertheless indicates that having made more content revisions means having received a higher grade on the essays. The agents providing feedback for content were different for the control and the experimental groups as mentioned above and the number of content revisions made by the control and the experimental group students showed variability. It has to be discussed if this difference creates a disadvantage on part of the experimental students who received content feedback from their peers instead of the teacher. Although, as mentioned above, the control group made significantly more content revisions on the whole, between individual essays such as the description of a place essay or the description

of a person essay, no significant differences were detected between the numbers of revisions. In order to decide whether the significant difference, which exists between the total number of content revisions of the two groups, makes a difference between the writing achievement of the students assigned to the control and experimental groups, their average grades and also their pre-test and post-test scores have to be compared. In the next section, a comparison of both the average essay scores and the pre-test and post-test scores of the control and the experimental group students is going to be made and the discussion about the effect of content revisions are going to be revisited.

Table 4.11 Correlation Between Organization Revisions and Average Essay Scores

		org
average	Pearson Correlation	.349(**)
	Sig. (2-tailed)	0.008
	N	57

** Correlation is significant at the 0.01 level (2-tailed).

Lastly, a correlation between number of organization revisions and achievement in writing was sought in order to explore whether there is a relationship between the number of organization revisions made by students and their achievement in writing. The correlation between organization revisions and achievement was also found to be positive and significant ($r = .349$, $p<0.01$). Table 4.11 above shows the results of this correlation analysis. A scattergram of the data is plotted in Figure 4.7 below showing the direction of the relationship between organization revisions and achievement in writing. Similar to the other two types of revisions, a positive relationship was found between organization revisions and average essay scores, indicating that we can predict from one variable to the other, that is, as one variable changes, so does the other. The existence of a positive significant correlation between number of organization revisions and essay scores indicates that, having made more organization revisions makes it more likely for a

student to have received a better essay score; however, the magnitude of this relationship is moderate.
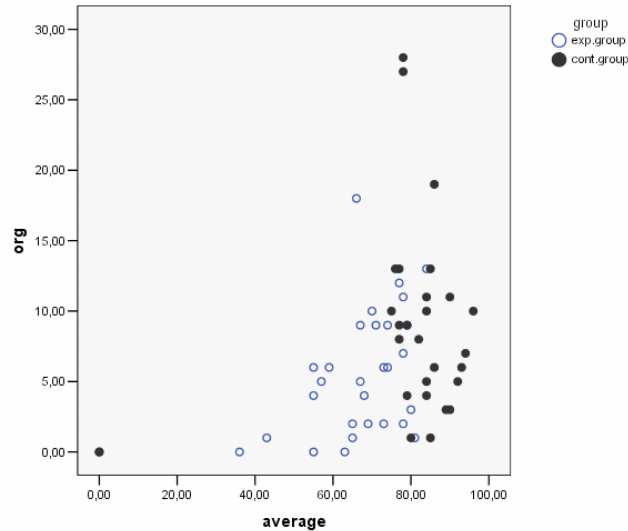
Figure 4.7 Scatter Plot of Relationship Between
Organization Revisions and Achievement

This may indicate that, although organization revisions are effective on writing achievement to an extent, they may not have created a difference between the writing achievement of the experimental and control groups because there are not very important differences between the numbers of organization revisions made by the two groups when individual essays are considered. Depending on this argument, we can say that both the control and the experimental groups may have received an equal amount of contribution to their essay scores from the organization revisions they made. Additionally, the comparison of essay scores between the two groups as well as their pre-test and post-test scores has to be considered before reaching a conclusion.

The results of the Pearson Product Moment Correlation analyses are summarized below in Table 4.12 collectively. As indicated in the table, numbers of revisions in all three categories of form, content and organization correlate significantly with the achievement score, which means they have an influence on the

achievement score. Between the form revisions and achievement there is a positive significant correlation where r =0.574 and p<0.001. For content revisions, the correlation is significant and positive with a correlation coefficient of r = 0.458 and p<0.01. The correlation between organization revisions and achievement is also significant and positive with r = 0.458 and p<0.01.

4.12 Correlations Between Number and Types of Revisions and Average Essay Score

		org	form	cont
average	Pearson Correlation	.349(**)	.574(**)	.458(**)
	Sig. (2-tailed)	0.008	0	0
	N	57	57	57

** Correlation is significant at the 0.01 level (2-tailed).

As a result, it can be argued that all three kinds of revisions: form, content and organization, made by students in their essays have a significant impact on their average score, that is, on their writing achievement. However, in order to have an idea about the relative impact of these three variables on achievement, another analysis needed to be done. This analysis was done through a stepwise Multiple Regression procedure using SPSS 13.00. The stepwise technique was used because this method of Multiple Regression adds predictor variables that best correlate with the dependent variable and, subtracts predictor variables that least correlate. And in this way, a regression equation using only the predictor variables that make a significant contribution to the prediction is produced (Hinton et. al., 2004). In the present study, the stepwise technique was preferred in order to find the variables which best correlate with the average essay score.

Table 4.13 presents the results of the stepwise Multiple Regression analysis. According to the results, it was found that the independent variable 'form', which represents the form revisions, accounted for 32 per cent of the variance in the average essay scores. On the other hand, the independent variables 'form' and 'org' together accounted for 35 per cent of the variance in the average essay scores. Here 'org' represents organization revisions. It was also observed that all three

independent variables of form, content and organization display meaningful relationships with the average essay score. However, the independent variable 'content' was excluded from the multiple regression analysis as it was found to be the predictor variable that least correlates with the dependent variable.

Table 4.13 Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574(a)	.330	.318	15.25504
2	.614(b)	.377	.354	14.84745

a Predictors: (Constant), form

b Predictors: (Constant), form, org

Both of the regression models created by the analysis explain a significant amount of variation in the dependent variable of average essay score as in Model 1 F=27.062 and p<0.001 and in Model 2 F=16.315 and p<0.001. In order to find which model explains more of the variance, the standardized Beta Coefficients have to be taken into consideration. Table 4.14 below shows the coefficients generated by the Multiple Regression analysis. The Standardized Beta Coefficient Column in table 4.14 informs us of the contribution that an individual variable makes on the model. Thus, by observing the significance values we can see that for Model 1 'form' is significant (p<0.001). However, with Model 2 both 'form' (p<0.001) and organization (p<0.05) are significant. In this case, Model 2 accounts for more of the variance. The difference between the R2adj values shown in Table 4.13 would tell us how much more of the variance Model 2 accounts for. If we calculate the difference between the two R^2adj values as follows:

$$\text{Model 1 } R^2\text{adj } 0.354 - \text{Model 2 } R^2\text{adj } 0.318 = 0.036$$

we obtain 0.036, which means Model 2 explains 3.6 % more of the variance in average essay scores. For this reason, Model 2 was preferred to explain the relationship between the revisions and average essay score.

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Table 4.14 Multiple Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,987	5,150		9,317	,000
	form	,446	,086	,574	5,202	,000
2	(Constant)	45,404	5,174		8,775	,000
	form	,404	,086	,520	4,697	,000
	org	,687	,341	,223	2,015	,049

a. Dependent Variable: average

It was expressed previously, as a result of the Pearson Correlation, that all three types of revisions have a relationship with the average essay score. With the multiple regression analysis, the extent to which these variables affect average essay score was sought. As a result of the regression analysis, it can be concluded that all three variables of form, content and organization made a significant contribution to the average essay score; however the variable of content does not seem to have had a big influence. For this reason, it was excluded from the analysis by the computer program. Form revisions and organization revisions, on the other hand, were found to be significantly affecting the average essay score and accounting for 35 per cent of its variation with a combined effect. This indicates that the average score of students includes the number of form revisions, the number of organization revisions and to a lesser extent the number of content revisions as predictors of success. Having made revisions in the two categories of form and organization can explain up to 35 per cent of an individual student's average score. The resulting regression equation obtained for Model 2 was found to be:

Average essay score = 45.404 + 0.404form + 0.687org

In order to illustrate the equation let us choose a student who has made a total of 53 form revisions and 12 organization in the seven essays and calculate the average essay score this students would be expected to receive according to the equation:

Average essay score = 45.404 + (0.404 x 53) + (0.687 x 12)

Average essay score = 45.404 + 21.412 + 8.244

Average essay score = 75.06

As the calculation shows. this student would receive an average essay score of around 75.06.

4.3 Relationship Between Quality of Revisions and Achievement in Writing

The second research question in the study investigated whether there was a relationship between number and types of revisions made by the students and their achievement in writing. In the previous section, the results obtained in the investigation of such a relationship were presented. According to the results obtained from the computation of Pearson Product Moment Correlation coefficient, it was found that a relationship existed between all three types of revisions and achievement in writing at differing levels of magnitude.

The third research question investigated by the study was a conditional research question concerned with a probable relationship between the quality of the revisions made by students and their achievement in writing. In the event that no relationship was found between number and types of revisions and achievement in writing, the third research question was to be investigated in the study. As a result of the analysis, a moderate positive relationship was found between number of revisions and achievement in writing in favor of the control group since they had made more revisions in all the three categories. However, the analysis did not indicate a very strong relationship between types of revision except for that between form and achievement. Thus, it was found necessary also to see firstly whether there is a difference between the experimental and the control group in terms of the quantity of revisions they have made in various categories of revision quality and secondly, whether the quality of revisions has an impact on writing achievement. For this reason, in order to investigate further the impact of revisions on achievement in writing, the third research question was also investigated.

In order to compare the experimental and the control groups quantitatively in terms of quality of revisions as indicated by numbers of revisions falling into the various categories of revision category, six students (around 20% of the groups) were selected from each of the two groups. Stratification was established by selecting two students from the low achievement groups, two students from the middle

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achievement groups and two students from the high achievement groups in each of the experimental and control groups. All seven essays written by these students were coded for quality of revisions they made from 1st to 2nd and 2nd to 3rd drafts. The quality of revisions was coded according to Faigley and Witte's (1981) taxonomy of revisions, which was explained in detail in Chapter III.

4.3.1 Comparison of Quality of Revisions

Before investigating a relationship between the quality of revisions and achievement in writing, a quantitative comparison between different quality revisions was made between the experimental and the control groups in order to see whether there were any differences between the two groups.

For this comparison, the total numbers of revisions made by students sampled from the experimental and control groups were compared by means of a nonparametric Mann-Whitney U test**.** Table 4.15 above shows the numbers of revisions made by the experimental and the control group students coded according to the Faigley and Witte taxonomy. In the table, the sub-categories of each of the four main categories of revisions can also be seen.

Table 4.15 Comparison of Revision Quality

Categories	Groups	
I. Surface changes		
A. Formal Changes	Experimental	Control
1. Spelling	60	36
2. Tense	76	87
3. Abbreviations	3	4
4. Punctuation	26	18
5. Other Format	42	87
Total	207	232
I. Surface changes		
B. Meaning Preserving Changes	Experimental	Control
1. Additions	85	81
2. Deletions	48	33
3. Substitutions	128	120
4. Permutations	16	25
5. Distributions	0	2
6. Consolidations	6	7
Total	283	268
II. Meaning Changes		
A. Microstructure Changes	Experimental	Control
1. Additions	230	263
2. Deletions	14	15
3. Substitutions	3	26
4. Permutations	1	0
5. Distributions	0	0
6. Consolidations	0	0
Total	248	304
B. Macrostructure Changes		
II. Meaning Changes	Experimental	Control
1. Additions	48	68
2. Deletions	0	0
3. Substitutions	0	0
4. Permutations	0	0
5. Distributions	0	0
6. Consolidations	0	0
Total	48	68

In Figure 4.8, the visual representation of the revisions made by the experimental and the control groups coded according to quality are displayed on a bar chart. It can be seen that the four main categories of revisions, there are numerical differences between the groups in terms of the quantity of revisions made.
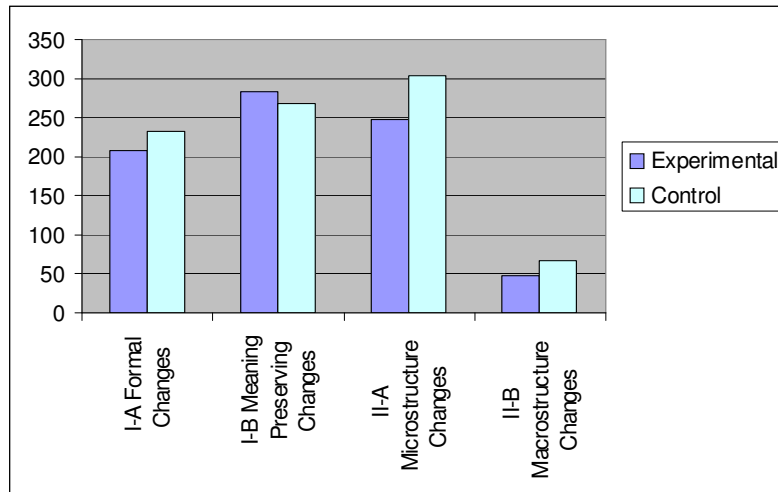
Figure 4.8 Comparison of Revisions Quality in the Four Main Categories

In only one category of revision quality, which is meaning-preserving surface changes, the experimental group students have made slightly more revisions compared to the control group students (Ex.N.= 283, Cont.N.= 268). Faigley and Witte (1981) explain the changes in this category as such: "This category includes changes that paraphrase the concepts in the text but do not alter them. For example an addition would raise to the surface a concept which can be inferred (you pay two dollars=> you pay a two dollar entrance fee)" (p.403). Most of the revisions in this category were made by both of the groups depending on the feedback by the teacher as they are changes which were pointed to by the teacher using the correction symbols. For example, a substitution here represents a change which requires the students to use more relevant vocabulary items by changing the words or groups of words they have used. The teacher points to a vocabulary problem by underlining accompanied by the 'w.w.' symbol.

However, in the experimental group, peer feedback could also have been effective because peer feedback sheets contained questions which might have motivated students to make additions, deletions or permutations. For this reason, we can say that for the surface level meaning-preserving changes the agents are different for the experimental and the control groups. The meaning preserving changes are categorized as part of surface changes in the taxonomy; however, they are also related to content to some extent because they contribute to the comprehensibility of

a text. Therefore, a difference could be expected between the experimental and control groups in this category. However, the statistical analysis did not reveal a significant difference between the two groups

In the formal surface changes category, it can be seen that the control group students have made slightly more changes compared to the experimental group students (Ex.$f.$ = 207, Cont. $f.$ = 232). In the microstructure meaning changes category, the difference seems to be bigger as the experimental group students have made 248 changes whereas the control group have made 304 changes. For the last category, macrostructure meaning changes, there is also a slight difference between the two groups as the experimental group students have made fewer revisions compared to the control group students (Ex. $f.$= 48, Cont. $f.$= 68).

In order to see whether these differences were statistically significant, a non-parametric Mann-Whitney U test was performed by means of SPSS 13.00 program. This statistical procedure was preferred because of the low participant number as the group used for the comparison of revision quality was only a representative sample taken out of all participants. From each of the experimental and the control groups, six students who represent the stratification of students from three achievement levels, low, middle and high, were selected and this number was not enough to perform a parametric analysis.

The results of the Mann-Whitney U test can be seen below in Table 4.16 according to which no statistical significance was found in quantitative terms between the experimental and the control groups regarding the quality of revisions made by the students. This result indicates that the treatment in our study, which is the complementary peer-feedback model of feedback, did not create any changes in terms of revision quality between the two groups.

Table 4.16 Results of The Mann-Whitney U Test

Test Statistics[b]

	IA	IB	IIA	IIB
Mann-Whitney U	11,000	17,000	9,000	12,000
Wilcoxon W	32,000	38,000	30,000	33,000
Z	-1,123	-,160	-1,441	-,964
Asymp. Sig. (2-tailed)	,261	,873	,150	,335
Exact Sig. [2*(1-tailed Sig.)]	,310[a]	,937[a]	,180[a]	,394[a]

a. Not corrected for ties.

b. Grouping Variable: group

IA: Formal Surface Changes   IB: Meaning-Preserving Surface Changes
IIA: Microstructure Meaning Changes   IIB: Macrostructure Meaning Changes

4.3.2 Relationship Between of Quality of Revisions and Achievement

As discussed above, no significant difference was found between the experimental and the control groups in terms of the quality of revisions they had made. The concern of the third research question was whether there was a relationship between the quality of revisions, coded according and achievement in writing as indicated by average essay scores. In order to investigate the likelihood of such a relationship, a Pearson Correlation analysis was performed by using SPSS 13.00 program. The results of the analysis are displayed below in tables.

The first relationship was sought between formal surface revisions category and achievement in writing.

The first relationship was sought between the formal surface level revisions and achievement in writing. The formal surface revisions are simple copy-editing operations such as revisions on spelling, tense, number, modality or punctuation and for this category the agent of feedback is the same for both the experimental and the control groups because form feedback was provided by the teacher for both groups. For this reason, we may not expect a difference between the experimental and the control groups, but we may expect one between students at varying levels of writing achievement as indicated by their average essay scores. However, as displayed in Table 4.17, no significant relationship was found between the number of formal surface changes and average essay scores as $r = 0.093$ and $p > 0.05$.

Table 4.17 Relationship Between Formal Surface Changes and
   Average Essay Score

Correlations

		IA	average
IA	Pearson Correlation	1	,093
	Sig. (2-tailed)		,774
	N	12	12
average	Pearson Correlation	,093	1
	Sig. (2-tailed)	,774	
	N	12	12

IA: Formal surface changes

The second relationship was sought between meaning-preserving surface changes made by the students and their achievement in writing. The changes in this category, as mentioned earlier, consist of changes which rephrase concepts in a text without changing their meaning. The results of the Pearson Product Moment Correlation concerning this relationship are presented in Table 4.18.

Table 4.18 Relationship Between Meaning-Preserving Surface
   Changes and Average Essay score

Correlations

		IB	average
IB	Pearson Correlation	1	,171
	Sig. (2-tailed)		,596
	N	12	12
average	Pearson Correlation	,171	1
	Sig. (2-tailed)	,596	
	N	12	12

IB: Meaning-preserving surface changes

According to the results, there is not a significant relationship between the two variables, which are the number of meaning-preserving surface changes and average essay scores as $r = 0.171$ and $p>0.05$. The absence of such a relationship can be due to the fact that there is no systematic way to relate these two variables to each other. For example, having made more meaning-preserving surface changes is not a

condition for receiving a higher writing grade.

Thirdly, it was investigated whether there was a relationship between the number of microstructure meaning changes and average essay scores. The results of the Pearson Product Moment Correlation showed that there as not a significant relationship between these two variables as r = -. 523 and p>0.05. However, if there were a relationship, it would probably be in the negative direction since the 'r' value is a negative one.

Table 4.19 Relationship Between Microstructure Meaning
Changes and Average Essay Score

Correlations

		average	IIA
average	Pearson Correlation	1	-,523
	Sig. (2-tailed)		,081
	N	12	12
IIA	Pearson Correlation	-,523	1
	Sig. (2-tailed)	,081	
	N	12	12

IIA: Microstructure meaning changes

In a similar study by Faigley and Witte (1981), it was found that Microstructure and Macrostructure meaning changes correlated negatively with writing achievement as more advanced writers did not need to make substantial changes to their texts, whereas less experienced writers needed to make more important meaning changes in order to make their point clear in their text. The analysis in the present study was carried out with a relatively small sample of students taken out of the whole population due to limitations. If the analysis had included the whole population, the significance values could have been smaller than 0.05.

Finally, a relationship was investigated between the number of macrostructure meaning changes and average essay score. The result of this analysis does not show a significant relationship between average essay score and number of macrostructure meaning changes. However, similar to the previous analysis the r

value obtained is negative. As can be seen from Table 4.20, r = -.510 and p>0.05.

Table 4.20 Relationship Between Macrostructure Meaning Changes and Average Essay Score

Correlations

		average	IIB
average	Pearson Correlation	1	-,510
	Sig. (2-tailed)		,090
	N	12	12
IIB	Pearson Correlation	-,510	1
	Sig. (2-tailed)	,090	
	N	12	12

IIB: Macrostructure meaning changes

Were there to be any relationship, it would be to the negative direction, meaning that more successful students make fewer changes in this category compared to the weaker students. This was explained by Faigley and Witte (1981) as a result of the fact that an expert writer was able to make decisions about the main idea of the text before putting the text on paper, whereas a less experienced or weaker writer made such decisions as the text developed.

On the whole, as a result of the correlation analyses, no significant relationship was found between none of the four categories of revisions in the taxonomy, which are formal surface changes, meaning-preserving surface changes, microstructure meaning changes and macrostructure meaning changes, and achievement in writing as indicated by average essay scores. Additionally, no significant differences were found between the experimental and control groups in terms of quality of revisions coded according to the Faigley and Witte's Taxonomy of revisions.

4.4 Comparison of Writing Improvement

The fourth research question investigated by the study was: "Which type of feedback model affects overall writing quality more positively?" In order to answer this research question, the pre-test and post-test scores of the experimental and control groups were compared. The pre-test and post-test were scored by two raters using an analytical scoring rubric designed by the researcher. An analytical scoring

rubric was preferred because, as reported in the literature, compared to holistic scoring rubrics, analytical scoring rubrics are more reliable (Weigle, 2002). The reliability of the scoring rubric was tested by computing interrater reliability between two raters' scores using the SPSS 13.00 program. The interrater reliability scores can be seen in Appendix K.

Firstly, the writing improvement within the two groups were investigated independently from each other to see whether the groups showed improvement in writing ability as indicated by pre-test and post-test scores. In order to investigate whether the experimental group students showed any improvement in writing abilities as a result of the study, a paired samples t-test was computed between the pre-test and post-test scores of the experimental group. Originally, there were 29 students in the experimental group; however, two students who had not taken the pre-test were excluded from the computation of t-test value, for that reason, the number of students whose grades were included in the analysis is 27 for the experimental group. The averages for the pre-test and post-test are presented below in Table 4.21 and the results of the t-test procedure is presented in Table 4.22 The t-test value obtained was significant (t = 16.186, p<0.001) indicating that there was a significant difference between the pre-test and post-test scores. A comparison of the averages for pre-test and post-test shows that the average grade obtained for the post-test by the experimental group students is higher that the average grade obtained for the pre-test. Then, we could say that the scores obtained from the post-test by the experimental group students (n=27, M=74.44, SD=7.73) are significantly higher than the grades obtained by the same students from the pre-test (n=27, M=41.04, SD=11.28). This indicates that, in the course of the study the experimental group students have increased their writing ability.

Table 4.21 Experimental Group Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	41.04	27	11.28	2.17
	post-test	74.44	27	7.73	1.49

Table 4.22 Comparison of Pre-test and Post-test Scores of the Experimental Group

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	33,40741	10,72474	2,06398	29,16484	37,64997	16,186	26	,000

The second comparison was made for the control group students between their pre-test and post-test scores in order to see if there were any significant differences between these two sets of scores. A paired samples t-test was computed by using SPSS 13.00 program between the pre-test and post-test scores of the control group students. Originally, there were 27 students in the control group; however, three students were excluded from this analysis because they had not taken the pre-test. As a result, the t-test procedure was computed with 24 students.

Table 4.23 Control Group Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre-test	39.83	24	5.3	1.08
post-test	71.46	24	12.09	2.46

The results of the t-test are presented below in Table 4.24. According to the results, the pre-test and post-test scores of the control group differ significantly because the t-test value obtained is significant (t = 10.81, p<0.001). A comparison of the averages obtained by the control group students on the pre-test and post-test indicate that the average of the scores obtained from the post-test is higher. Thus, we could cay that the post-test scores of the control group (n = 24, M= 71.46, SD=12.01) are significantly higher than the pre-test scores (n=24, M=39.83, SD=5.3). This result indicates that similar to the experimental group, the control group students have increased their writing ability during the course of the study.

Table 4.24 Comparison of Pre-test and Post-test Scores of the Control Group

Paired Samples Test

| | | Paired Differences | | | | | | | |
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	31,62500	14,33091	2,92528	25,57359	37,67641	10,811	23	,000

Thirdly, a comparison was made between the experimental and the control groups in order to see whether there were any differences between the two groups in terms of writing improvement as indicated by pre-test and post-test scores. For this comparison, an independent t-test was computed between the pre-test and post-test scores of the experimental and control groups using SPSS 13.00 program. Table 4.23 presents the statistics for the experimental and control groups and Table 4.24 presents the results of the independent samples t-test. According to the results of the t-test, no significant differences were found between neither the pre-test or the post-test scores of the experimental and control groups.

Table 4.25 Experimental and Control Group Statistics

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
posttest	control	24	71,4583	12,09376	2,46863
	experiment	27	74,4444	7,73271	1,48816
pretest	control	24	39,8333	5,29698	1,08124
	experiment	27	41,0370	11,28130	2,17109

As can be seen from Table 4.25 below, the comparison of post-test scores of the experimental and control groups did not yield a significant difference as t=-1.036 and p>0.05. Similarly, the comparison of the pre-test scores of the experimental and control groups did not yield a significant difference as t= -0.496, p>0.05.

Table 4.26 Comparison of Pre-test and Post-test Scores Between the Experimental and the Control Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Difference	Difference	Lower	Upper
posttest	Equal variances assumed	5,715	,021	-1,062	49	,293	-2,98611	2,81074	-8,63451	2,66229
	Equal variances not assumed			-1,036	38,282	,307	-2,98611	2,88249	-8,82000	2,84778
pretest	Equal variances assumed	6,059	,017	-,478	49	,635	-1,20370	2,52020	-6,26823	3,86082
	Equal variances not assumed			-,496	37,864	,623	-1,20370	2,42543	-6,11431	3,70690

To sum up, all the results obtained from the comparison of pre-test and post-test scores within and between the experimental and the control group, it can be concluded, firstly, that both groups made a significant improvement in writing during the course of the study. The average gain scores of the two groups , which can be seen in Table 4.27 are M=33.40 (SD=10.72) for the experimental group and M=31.63 (SD=14.33) for the control group with the experimental group average gain score slightly higher than that of the control group.

Table 4.27 Gain scores of experimental and control group students

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
gain	control	24	31,6250	14,33091	2,92528
	experiment	27	33,4074	10,72474	2,06398

This shows that both groups have improved their scores, but the experimental group has improved their scores more than the control group. In order to see whether this difference between gain scores was significant, an independent samples t-test was computed between the gain scores of the experimental and control group students. The results of the t-test are presented in Table 4.28 below. According to the results of the t-test, no significant difference was found between the gain scores of the experimental and the control groups as t = -0.498 and p>0.05.

Table 4.28 Comparison of Gain Scores Between the Experimental and the Control Group

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
gain	Equal variances assumed	3,275	,076	-,506	49	,615	-1,78241	3,52001	-8,85612	5,29131
	Equal variances not assumed			-,498	42,322	,621	-1,78241	3,58012	-9,00576	5,44095

This result indicates that there is no difference between the experimental and the control groups in terms of the writing improvement that the students have attained during the course of the study. As indicated by the post-test results both the experimental and the control group students benefited from their feedback conditions. In other words, the experimental group students benefited from the complementary peer-teacher feedback model as much as the control group students benefited from the teacher feedback. These results lend support to the complementary peer-teacher model of feedback.

4.5 Student Attitudes Towards Feedback and Writing

The last research question investigated by the study was: "Which type of feedback model creates more positive attitudes towards feedback and towards writing?" In order to answer this research question, two data collection instruments were used: a student questionnaire and a student reflection. The student questionnaire was applied twice: before the implementation of the complementary peer-teacher feedback model and after the implementation. The first questionnaire given at the very beginning investigated students' background in English writing activities and their attitudes towards three types of feedback: peer feedback, teacher feedback and self-correction through both Likert Scale items and open-ended questions.

The questionnaire given at the end of the study included the part about attitudes towards the three types of feedback. The questionnaire was given to both experimental and control group students before and after the study. The rationale here was to see whether there were differences between attitudes towards feedback both within and between the groups. The results of the reflection and questionnaire

are summarized in the next section below with firstly the experimental group and secondly the control group responses.

In the student reflection, seven questions were posed to the experimental group students, and six to the control group students. The same questions were not asked to both the experimental group and the control group because of the different feedback conditions. The experimental group students were posed questions about their attitudes towards peer feedback and peer feedback training. On the other hand, the control group students were posed questions about their attitudes towards teacher feedback and were not asked about training as it did not apply to their situation. 29 experimental group students and 28 control group students participated in these reflections.

4.5.1 Results of the Initial Student Questionnaire

The purpose of the student questionnaire was to find out about the nature of writing experience students had had with English writing activities and to get an idea about their attitude towards three types of feedback, namely peer feedback, teacher feedback and self-correction. The first part of the questionnaire consisting of three questions, investigated students' background in terms of English writing classes: whether they had taken any English writing classes before, if so, how many hours and what kinds of writing they did. The students who reported they did not have any separate writing classes were asked if they carried out any writing activities in other English courses and what kind of activities they were. The responses to this question from both the experimental and the control group students indicated that most of the students were not given a class especially dedicated to English writing in high school. Seventy-nine per cent (n=19) of the experimental group students and 71 per cent (n=17) of the control group students reported that they did not have a separate English writing class in high school. Experimental group students who had taken writing classes said that they had two hours of English writing classes and they did various writing activities such as writing summaries of stories from their book, writing about their daily activities or writing about a topic assigned by the teacher.

The control group students' responses were similar to the experimental group students in this regard. The students who had taken writing classes were engaged in

activities such as writing about various topics assigned by the teacher, letters or biographies. What students reported about their English writing classes gave the impression that writing classes did not include any instruction about essay or paragraph organization, establishing coherence or writing topic sentences for paragraphs or thesis statements for essays. There was also no mention of writing multiple drafts or receiving feedback from either the teacher or peers.

Although most students did not have a separate writing class, they reported that they had carried out various writing tasks in their other courses such as keeping a diary, writing about holidays or important days in their lives, preparing a term project or writing an essay as part of an English exam. Students' responses also give an impression that they do not think they benefited much from these writing activities. Some of the students deliberately stated that they did not find the writing activities in high school useful:

> "When I was in high school I was writing something in order to spend time but they were not enough for me and university writing classes."
> (Cont. St. #2),
>
> "I took writing activities in high school. They included our daily activities, our holidays, … etc… We did that 2 hours in all week. But I don't believe it was useful for us."
> (Ex. St. #19).

Depending on student responses, in terms of experience with writing classes, there seems to be no differences between the experimental and the control group in that students in both groups do not seem to have received an adequate and structured instruction on writing in English.

The second part of the student questionnaire consisted of Likert scale questions which asked students to rate the usefulness of peer feedback, teacher feedback and self-corrections respectively and provide an explanation for their choice. The students were asked the following three questions in this section:

Question 4- How useful is it to have a classmate read and respond to your writing?

Question 5- How useful it is to have your teacher read and respond to your writing?

Question 6- How useful is it to read and respond to your own writing?

After students rated each different type of feedback on a 5 point Likert Scale in

terms of usefulness, they were asked to provide an explanation of their choice. In the Likert Scale used, the responses were ordered in the following way: 1= not useful, 2=somewhat useful, 3=no idea, 4=useful, 5=very useful. After completion of the study, the students were asked to respond to the same Likert scale items in order to find out whether there were any changes in their initial attitudes towards different feedback types.

This part was given to students twice, once at the beginning and once at the end of the study. Average ratings for each type of feedback gathered from the initial questionnaire are summarized below in Table 4.29. According to the relative usefulness attached to each type of feedback, the experimental group students rated teacher feedback the most useful among the three with a rating of 4,83, which indicates an opinion close to 'very useful' according to the Likert Scale. The second most useful kind of feedback according to experimental group students was self-correction (M=3.83) and the third most useful was peer feedback (M=3.63).

The control group students also rated teacher feedback as the most useful with an average rating of M=4.42. In contrast, the control group students rated peer feedback as the second most useful (M=4.00) and self-correction as the third most useful (M=3.79) type of feedback as can be seen in Table 4.29. The difference in the rating of self-correction may also be related to how confident students feel about reading and responding to their own writing. There may have been a difference between the two groups of students in terms of the degree of confidence with which they read and respond critically to their own work. a factor which could not have been controlled although these two groups are identical in terms of exam success and are randomly selected.

Table 4.29 Average Student Ratings for the Usefulness of three Types of Feedback

ratings	peer feedback	teacher feedback	self-correction
Experimental	3.63	4.83	3.83
Control	4	4.42	3.79

The explanations provided by the students to explain their choices are

summarized in the form of tables in which counts for each response and sample student responses are presented. Table 4.30 presents the counts for each response and student explanations for peer feedback by experimental group students. Students who find peer feedback very useful focus on the fact that it is important to know other students' opinions about what they write and additionally they think that peers can see errors in their writing. Students who think it is somewhat useful compare their peers with the teacher and think that peers they cannot be as effective as teachers in detecting mistakes or they can mislead them in showing mistakes. These students rate peer feedback as useful mainly because they want what they produce to be read and responded to. Students who find it useful also share the idea that having a reader other than the teacher is important and they value peers' opinion as ExSt#9 states in Table 4.30.

Table 4.30 Opinions of Experimental Group Students about Peer Feedback

Question 4: How useful is it to have a classmate read and respond to your writing?			
Responses	N	%	Sample student explanation
Very useful	2	8.3	ExS#7: "It is very useful since a classmate can interpret my writing and she explains her own idea about my writing. She can see my error on writing."
Useful	17	70.8	ExS#9: "When I have a writing I want people around me to read it and say me it is good or insufficient. My friends' minds about my writing are important for me."
No idea	1	4.2	
Somewhat useful	4	16.7	ExS#1: "I think it is somewhat useful. But not as useful as a teacher. Sometimes a classmate cannot realize mistakes but sometimes can explain mistakes which we do not know."
Not useful	0	0	
Total	24	100	

Control group students' responses and their explanations about Question 4 are summarized in Table 4.31. Students who think that peer feedback is very useful focus on sharing ideas, and getting information from each other. For example, Cont.St.#23 says that a friend may know something that is new and this can create a discussion and so students can learn more things. Students who think it is useful explain this by saying that the writers may not be able to see their own mistakes and

another reader can see mistakes more easily as can be seen in the response from Cont.St.#12.

The explanations show that students value peer feedback for their writing improvement but also that they see writing improvement as being able to produce error free essays. Their view of good writing seems to be limited to writing which is free or errors so if their peers can detect and point to mistakes, they think it will be useful for them.

Table 4.31 Opinions of Control Group Students about Peer Feedback

Question 4: How useful is it to have a classmate read and respond to your writing?			
Responses	N	%	Sample student explanation
Very useful	6	25	Cont.St.#23: "It is very useful because we learn something which we do not have any idea about from other friend and we can discuss the idea and have more things about it."
Useful	14	58.3	Cont.St.#12: "Useful - people sometimes cannot see their mistake so if someone else can read and comment about it, it will show me more things."
No idea	2	8.3	No explanation
Somewhat useful	2	8.3	No explanation
Not useful	0	0	
Total	24	100	

Both the experimental group and control group students rated teacher feedback as the most useful type of feedback. Their explanations usually focus on the fact that the teacher is an expert and has experience so they think that the teacher would provide the best advice. The most important of all, because the teacher is an expert, they think that he can show mistakes and in this way students can make their writing faultless as stated by Ex.S.#20 in Table 4.32.

Table 4.32 Opinions of Experimental Group Students about Teacher Feedback

Question 5: How useful it is to have your teacher read and respond to your writing?			
Responses	n	%	Sample student explanation
Very useful	21	87.5	ExS#22: "It is very useful too. Because she is an expert and usually she knows more than us so it will be useful for us to be knowledged by an expert."
Useful	4	16.7	
No idea	0	0	ExS#20: "It is useful because if you make a mistake you try not to do the same mistake again or you want to make your writing faultless which develops your writing skills."
Somewhat useful	0	0	
Not useful	0	0	
Total	24	100	

Control group students' explanations about the usefulness of teacher feedback are similar to those of the experimental group students as they also focus on the experience factor and that the teacher is a professional. For this reason, most of the students value teacher feedback the most. Only one student, Cont.St.17, has given an interesting response; however, by saying that if everybody participates in the feedback process as an alternative to teacher feedback, this can be more useful.

Table 4.33 Opinions of Control Group Students about Teacher Feedback

Question 5: How useful it is to have your teacher read and respond to your writing?			
Responses	n	%	Sample student explanation
Very useful	15	62.5	Cont.St.#4: "Very useful- my teacher is professional she can say what she thinks so I can write very well my teachers opinion - very important for me."
Useful	6	25	Cont.St.#23: "Because we do not know anything she knows more things than we do so it is useful to ask them and learn what we do not know."
No idea	2	8.3	No explanation
Somewhat useful	1	4.2	Cont.St.#17: "I think classmate read is better than teacher, everybody can participate and this is very useful."
Not useful	0	0	
Total	24	100	

Question 6 on the questionnaire asked students to rate the usefulness of self-correction. For the experimental group students, self-correction was rated as the second most useful type of feedback. The explanations they provide for their

responses are summarized in Table 4.34. According to the students, it may be very useful for improving English to read ones own writing as Ex.S.#6 says. Students who think it is useful think so because they believe that they can see their mistakes at the second or third reading (Ex.S.#9) and because reading and thinking twice about the text would make it better (Ex.S.#10). One of the students, Ex.S.#14, who thinks that it is only somewhat useful has a reservation about how objective one can be while reading one's own paper. Although some students think that self-correction is somewhat useful, the general impression is that students think they can benefit from this kind of feedback too.

Table 4.34 Opinions of Experimental Group Students about Self-correction

Question 6: How useful is it to read and respond to your own writing?			
Responses	N	%	Sample student explanation
Very useful	7	29.2	ExS#6: "It is very useful because if I read very much and I respond to my own writing my English improves better."
Useful	9	37.5	ExS#9: "Maybe I cannot see the insufficient sides of my writing so first that can be seen unimportant but by the second or third reading I can see the wrongs in my writing so it is useful." ExS#10: "If I read my own writing I think about it twice so it will be better."
No idea	5	20.8	
Somewhat useful	3	12.5	ExS#14: "Somewhat useful as I think one cannot be so objective while criticizing his own paper."
Not useful	0	0	
Total	24	100	

For the control group students, self-correction was rated as the third most useful type of feedback. Depending on their explanations, majority of the control group students thought that self-correction was useful. The explanation provided by Cont.St.#19 shows that students perceive being able to respond to their own work as a strength. An equal number of students have rated self-correction as very useful or somewhat useful. Explanations by students who think it is very useful focus on the fact that writers should be conscious of the strengths and weaknesses of their work (Cont.St.#12) and that it can increase confidence of the writer (Cont.St#13). Students who think that it is somewhat useful say that it is not easy for them to see their mistakes because, for example, they use the same words and same sentences while

writing (Cont.St#1).

Table 4.35 Opinions of the Control Group Students about Self-correction

Question 6: How useful is it to read and respond to your own writing?			
Responses	N	%	Sample student explanation
Very useful	6	25	Cont.St#12: "I this is the most important because first I should know what I have done and what else I can do." Cont.St#13: " I can win my confidence I can see what I can do I can see my grammatical mistakes."
Useful	12	50	Cont.St.#19: "It is useful if we try to learn on our own and respond to our own writing it shows that we are ready to understand and respond to ourselves."
No idea	0	0	
Somewhat useful	6	25	Cont.St#1: "Because I always use some words and same sentences so it is somewhat useful.
Not useful	0	0	
Total	24	100	

4.5.2 Results of the Final Student Questionnaire

When the same questions were asked to the students after the study ended, it was seen that there were minor changes in the ratings provided by the experimental group, but the order in which they rated the usefulness stayed the same. Teacher feedback received the highest rating of usefulness among the three (M=4.73), self-correction received the second highest rating (M=3.58) and peer feedback received the third place (M=3.46) similar to the initial ordering (see Table 4.36), with 1 indicating 'not useful' and 5 indicating 'very useful'. However, the ratings provided by the control group changed in favor of teacher feedback as the control group students rated teacher feedback higher than they had done in the initial questionnaire (M=4.89). In addition, their ratings of both peer feedback and self-correction changed for a rating towards the negative end of the continuum. Their final rating for peer feedback reflects a neutral opinion (M=3.15), whereas their rating for self-correction reflects an opinion which is closer to 'somewhat useful' (M=2.73). This may indicate that when students get used to receiving teacher feedback as the major form of feedback, their ideas for other types of feedback change negatively and their

self confidence in providing self-correction also decreases.

Table 4.36 Average Student Ratings for the Usefulness of three Types of Feedback Before and After the Study

ratings	peer feedback		teacher feedback		self-correction	
	before	after	before	after	before	after
Experimental	3.63	3.46	4.83	4.73	3.83	3.58
Control	4	3.15	4.42	4.89	3.79	2.79

It could also be interesting to see whether there were any differences in the explanations provided by students for their choice of useful types of feedback after the study ended. As students answered the initial questionnaire without any experience with peer feedback, there could have been changes in their initial ideas after experiencing peer feedback. For this reason, sample responses by students explaining their choices in the final questionnaire are provided in the tables below and discussed briefly.

Table 4.37 below presents the opinions that experimental group students shared after the study about the usefulness of peer feedback. A general overview of the student responses to the questions does not indicate major changes in the preferences of students; however, it can be seen that their explanations of usefulness have become more specific. While initially students believed peer feedback would be useful because peers could help correct mistakes and say whether the essay is 'good or insufficient', after the study different responses were added to these explanations. For example, students who selected the 'very useful' option for peer feedback focused on the mutual benefits of both giving and receiving feedback from peers. They stated that in this way they could learn from each other (ExSt#10) and "exchange knowledge…" (ExSt#14) and also that peers could look at the papers from the same perspective (ExSt#19) since both the provider and the receiver of feedback are students. Perhaps this could be interpreted in the following way: peer reviewers approach other students' papers with the same point of view whereas the teacher views the papers through the eyes of an expert which could criticize them harshly as they are inexperienced writers, which can cause frustration on part of the

students. Additionally, peers maybe able to understand each other's difficulties with writing better as they are faced with the same difficulties themselves. These explanations by the experimental group students are more sophisticated and informed than their initial explanations as those had focused more on surface level issues such as error correction by peers rather than more substantive issues such as sharing knowledge or the same perspective.

The same opinion can be seen among students who chose the option 'useful' for peer feedback, who were the majority of the experimental group students. These students expressed that they found peer feedback useful because it allowed them to see the differences between them and their friends (ExSt#24) and they could receive comments and ideas from peers which could help improve their essays (ExSt#25). As a result, having experienced peer feedback apparently had made students more conscious about the various benefits of peer feedback.

Table 4.37 Opinions of the Experimental Group Students about Peer Feedback After the Study

Question 4: How useful is it to have a classmate read and respond to your writing?			
Responses	N	%	Sample student explanations
Very useful	3	11.5	ExSt#10: "Because my classmates can learn new words from me and I can also learn from them." ExSt#14: "It helped to exchange our knowledge." Ex.St#19: "This kind of feedback can be more useful for us than teacher's feedback because we are looking at the paper at the same direction."
Useful	14	53.8	ExSt.#24: "To see the differences between me and my friends." ExSt#25: "They may comment on the idea that we support. Give ideas about what can be done to make the writing good."
No idea	2	7.7	ExSt.#5: "Sometimes good, sometimes bad. For example the students giving feedback does not know exactly. So how can he be adequate to give feedback." ExSt#22: "I think that some students ignores while the others take into consideration."
Somewhat useful	6	23.1	ExSt#18: "Sometimes this method is less objective but subjective."
Not useful	1	3.8	ExSt#9: "They do not know very well."
Total	26	100	

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However, all comments that students made after experiencing peer feedback were not positive. During the course of the study, students received peer feedback from a different peer reviewer each time in order to allow peers to have a variety of reviewers. For this reason, some students had mixed views about peer feedback and could not be decisive about its usefulness. This is expressed in the explanations provided by students who chose the option 'no idea' saying that sometimes they thought it was good, sometimes bad (ExSt#5) depending on the skills of the peer reviewer and how seriously they thought their reviewer approached their paper, the ideas of the students could change for the better or for the worse. The remaining students who chose as options 'somewhat useful' and 'not useful' were among the skeptics who thought that peer feedback was subjective (ExSt#18) and that peers did not have adequate knowledge (ExSt#9). This can also explain the minor drop in the average rating of peer feedback by the experimental group students.

It can be concluded drawing from these opinions that if students receive comments from a skillful peer reviewer, their opinion about peer feedback is largely positive; however, if they feel that their paper has not been viewed carefully, their opinion changes into a negative one. This carries implications for the design of peer feedback applications and is suggestive that more detailed peer feedback training should be provided for students and that students should be monitored more closely while they are engaged in peer feedback activities in order to ensure that each student is receiving an equal amount of attention from the assigned peer reviewer.

In regards of teacher feedback, prior to the study, the experimental group students had a rating of 4.38 (see Table 4.36) , which was the highest rating for usefulness among the three feedback types. After the study, the rating of teacher feedback given by experimental group students changed to 4.73 (see Table 4.36) , which shows a small change in student opinion and may be an indication that the initial dependence on the teacher for feedback could have diminished gradually after experiencing peer feedback. This can be due to the fact that prior to the study the students did not have an opinion about other types of feedback and for this reason they presumed teacher feedback to be the most useful; however after experiencing peer feedback, they started to get an idea about the usefulness of other types of feedback too.

There is a minor decrease in the rating provided for self-correction after the

study ended by the experimental group students. While initially the average rating was 3.83, this changed to 3.58, which still means that experimental group students find self-correction useful since their experience with the complementary peer-teacher model of feedback does not seem to have changed their initial view about the usefulness of self-correction.

Table 4.38.Opinions of Experimental Group Students about Teacher Feedback After the Study

Question 5: How useful is it to have your teacher read and respond to your writing?			
Responses	N	%	Sample student explanations
Very useful	23	88.5	ExSt#6: It was very useful as my teacher gives a objective feedback, knows better than our classmates, so she was more useful. In terms of using right words writing my thoughts relevant to each other. ExSt#8: because you can correct your mistakes and do not make the same mistakes.
Useful	1	3.8	ExSt#20 : It was useful because when the teacher gave us feedback about our essay, we could understand what the teacher expected from us and this made us improve our essay.
No idea	1	3.8	ExSt#5: Sometimes the teacher feedback can irritate the student.
Somewhat useful	0	0	-
Not useful	1	3.8	No explanation provided.
Total	26	100	

It has to be considered also that providing feedback for a peer also triggers self-correction as it allows students to make comparisons between their paper and their peer's paper and better asses their weaknesses or strengths. Providing peer feedback may have helped them in this way to see the benefits of reviewing their own paper and looking at it from a different perspective.

Prior to the implementation of the complementary peer-teacher feedback model, both the experimental group and the control group students had similar ideas about the relative usefulness of peer feedback, teacher feedback and self-correction. It would also be interesting to see whether any changes would occur in their opinions after the completion of the study because the control group students did not receive any peer feedback, whereas the experimental group students received peer feedback complemented by teacher feedback.

Table 4.39 Opinions of Experimental Group Students about Self-correction After the Study

Question 6: How useful is it to read and respond to your own writing?			
Responses	N	%	Sample student explanations
Very useful	4	15.4	ExSt#8: "Because after reading again I can see my mistakes and correct them." ExSt#25: "To rewrite an essay makes us think and write differently in terms of vocabulary structure or ideas."
Useful	4	15.4	ExSt#12: "My own writing feedback is useful when I see my essay and read it again I realize my faults and revise them Therefore it is useful." ExSt#20: "Revising our essay is useful but sometimes we cannot realize our mistakes. Thus it is better to get the help of somebody else."
No idea	9	34.6	ExSt#26: "I do not know if it is useful or not because I cannot read it effectively." ExSt#24: "I have really no idea because I cannot be objective while doing this."
Somewhat useful	4	15.4	ExSt#14: "It is somewhat useful but not always because if we knew the correct form we wouldn't do such mistakes."
Not useful	5	19.2	ExSt#5: "The student cannot realize his own mistakes." ExSt#11: "It is not useful because we cannot see our mistakes. It seems as if everything was right."
Total	26	100	

A comparison of the initial and final average ratings provided by control group students shows that the opinions of the control group students regarding various feedback types changed after receiving full teacher feedback. In the initial questionnaire, the control group students had rated peer feedback as useful (M=4,00), but they rated it as neutral (M=3,15) after the study. This shows that the control group students who thought that peer feedback was useful changed their opinion into an undecided state. It is also interesting to see that the rating of teacher feedback stayed as useful and improved a little towards the positive end of the continuum of usefulness: from a rating of M=4,42 to a rating of M=4.89. (see Table 4.36).

Students who did not prefer peer feedback stated that they did not trust peer

feedback because peers are not "professional at writing" (ContSt#5) and "they do not know enough to read and respond" (ContSt#6) and also that they preferred teacher feedback since "teachers can give more detailed ideas" (ContSt#9) compared to peers. Compared to the explanations given before the study, which were generally positive, (see Table 4.29) the ideas of control group students after the study, reflect a lack of trust in peer feedback. This change of opinion shows that when students consistently receive teacher feedback as the major type of feedback in the writing classroom, they not only begin to value teacher feedback as the most beneficial type of feedback but also start to develop a more negative attitude towards peer feedback.

Table 4.40 Opinions of the Control Group Students about Peer Feedback After the Study

Question 4: How useful is it to have a classmate read and respond to your writing?			
Responses	N	%	Sample student explanations
Very useful	0	0	-
Useful	11	57.9	ContSt#2: "When one of my classmates reads and responds to my paper, we can see the errors of each other." ContSt#4: "A relaxed atmosphere in the class."
No idea	1	5.3	No explanation
Somewhat useful	6	31.6	ContSt#5: "Because they are not professional at writing, they can't give me the correct use of the expression that I made fault." ContSt#6: "It is somewhat useful to read my essay by a friend of mine. I prefer my teacher to read and respond my essay. Because teachers can give more detailed ideas."
Not useful	1	5.3	ContSt#9: "Classmates don't know enough to read and respond to my writing. I think this is not good idea."
Total	19	100	

The opinions expressed by the control group students about teacher feedback after the study ended are presented in Table 4.40. These opinions are very similar to the opinions which students had expressed prior to the study about teacher feedback in that at all instances the control group students display a very positive attitude towards teacher feedback. This shows that having received only teacher feedback has contributed to their positive idea about teacher feedback. The responses of control group students also reflect absolute trust in the teacher as a source of feedback and acknowledge the teacher's experience.

Table 4.41 Opinions of the Control Group Students about Teacher Feedback After the Study

Question 5: How useful is it to have your teacher read and respond to your writing?			
Responses	N	%	Sample student explanations
Very useful	17	89.5	ContSt#13: "Teacher gives us the best feedback. Our friends just see grammatical errors, so we can't develop our thinking." ContSt#7: "We correct our mistakes when our teacher shows us. We trust them." ContSt#5: "She is more experienced in writing and can be more useful
			for our writings with the choices she offers us."
Useful	2	10.5	No explanation
No idea			
Somewhat useful			
Not useful			
Total	19	100	

The third type of feedback evaluated in terms of usefulness by the control group students was self-correction. A comparison of the attitudes towards self-correction before and after the study shows that more students in the control group started to think negatively about self-correction after the study (see Table 4.36). This result is similar to the one obtained for peer feedback because the control group students had changed their ideas about peer feedback negatively as well after receiving feedback from only the teacher. While prior to the study, for self-correction an average rating of M=3.79, which is close to 'useful', was obtained by the questionnaire, after the study this average rating changed to M=2.79, which reflected more or less a neutral opinion. This shows that receiving only teacher feedback created a positive attitude towards teacher feedback but a negative one towards self-correction. This may be caused because of lack of experience with self-correction and the dominance of the teacher in the writing classroom as the only authority providing feedback.

Table 4.42 Opinions of the Control Group Students about Self-correction After the Study

Question 6: How useful is it to read and respond to your own writing?			
Responses	N	%	Sample student explanations
Very useful	2	10.5	ContSt#3: "I could find my mistakes myself."
Useful	7	36.8	ContSt#7: "It is useful, but it is not as much as friends and teachers help us be aware." ContSt#1: "I don't make the same mistakes and I improve my writing ability."
No idea	1	5.3	No explanation
Somewhat useful	5	26.3	ContSt#2: "We can rarely see our errors and correct them so that doesn't contribute much." ContSt#8: "I can't be objective."
Not useful	4	21.1	ContSt#4: "Not objective."
Total	19	100	

The results of the two student questionnaires, the initial questionnaire and the final questionnaire, have been discussed in detail in the previous section. If we sum up these results, the following generalizations can be made. A majority of the students did not take structured English writing instruction as part of their English learning in high school, they were not required to turn in multiple drafts, they were not engaged in peer feedback and revising and they did not think they benefited from the writing activities they carried out.

While the usefulness attached to teacher feedback by the experimental group students showed a minor decrease as a result of the implementation of the complementary peer-teacher feedback model, the usefulness attached to it by the control group increased considerably as a result of receiving only teacher feedback. This maybe an indication that the experimental group students started to feel more confident about using sources of feedback other than the teacher and started to value peer collaboration more.

Secondly, while the rating of self-correction stayed almost the same for the experimental group, its rating decreased for the control group. After the implementation of the complementary peer-teacher feedback model, the experimental group students' opinion that self-correction was useful did not change;

however the control group students, who received only teacher feedback during the course of the study, changed their initial idea about self-correction from 'useful' to somewhere between 'neutral' and 'not useful'. This may show that when students do not read each other's papers to give peer feedback, they cannot develop their confidence in criticizing their own paper.

If we compare the initial and final ratings for peer feedback by the experimental and the control group students, we can see that the experimental groups' rating for peer feedback stayed almost the same while the control group's rating changed towards the negative side. The control group students initially rated peer feedback as useful but after the implementation, their idea about the usefulness of peer feedback changed into a neutral idea. This may suggest that a teacher dominated writing class gives students the message that teacher feedback is superior to other kinds of feedback and increases students' dependence on the teacher. However, using an approach in which both teacher and peer feedback are implemented such as the complementary peer-teacher feedback model used in this study, not only helps students consider their peers as useful sources of information but also increases their self confidence as critiques of their own written work.

4.6 Results of the Student Reflections

The reflections which aimed at finding out students' ideas about feedback and writing. These were conducted towards the end of the study, when students had had enough experience with the writing class. A total of seven open-ended questions, all of which required students to give long, detailed responses, were posed to the experimental group students. These questions can be seen below:

1. Did you benefit from the peer feedback sessions? If yes, in what way?
2. What was the most valuable part of the peer feedback sessions?
3. What was the least valuable part of the peer feedback sessions?
4. What can be done to make peer feedback more effective?
5. Do you need you need more training before you participate in peer feedback sessions?
6. What was most difficult for you when writing your essays?
7. What was easiest for you when writing your essays?

Both the experimental group and the control group students replied to reflection questions; however the questions were designed according to the feedback conditions

of the two groups of students. For example, whereas the questions designed for the experimental group students concerned peer feedback, the questions designed for the control group students concerned teacher feedback and one question about training was excluded from the reflection questions of control group students as it was not relevant to them. As a result, the control group students replied to the following six reflection questions:

1. Did you benefit from the teacher feedback? If yes, in what way?
2. What was the most valuable part of the teacher feedback?
3. What was the least valuable part of the teacher feedback?
4. What can be done to make teacher feedback more effective?
5. What was most difficult for you when writing your essays?
6. What was easiest for you when writing your essays?

In the following section, first experimental group students' responses are summarized and secondly control group students' responses are summarized.

4.6.1 Experimental Group Students' Reflections upon Feedback and Writing

As mentioned above, the questions on the experimental group reflection were concerned with peer feedback and attitudes of students towards writing. The responses were analyzed qualitatively by putting similar answers into the same category and by presenting them in summary tables. The purpose of the first question was to find out whether students thought they benefited from peer feedback or not. They were also asked to write in what way they thought they benefited. The students' responses to the first question are summarized below in Table 4.43.

As can be seen from Table 4.43, a majority of (89,66 %) the experimental group students thought that they benefited from the peer feedback. These students reported different reasons for their response. The most commonly given reason was that peer feedback helped them to see their faults and mistakes. 13 students, which constitute 44. 8 per cent of experimental group students gave this response. Contrary to common belief, this response indicates that students may think their peers are capable of seeing the faults or mistakes with their writing.

Table 4.43 Ideas of Experimental Group Students about the Benefits of Peer Feedback

Question 1: Did you benefit from the peer feedback sessions? If yes, in what way					
	N	%		N	%
Yes	26	89.66	No	3	10.34
ExSt#8: "It helped me to see my insufficiencies so I improved the paragraphs I have written." (n=13)	13	44.8	ExSt.#24: "No, because my reviewer has only good comments."(n=2)	2	6.9
ExSt.#4: "Our friends had different ideas and showed us what we are missing." (n=8)	8	27.6	ExSt.#1: "No, because my reviewer did not advice me any changes." (n=1)	1	3.4
ExSt.#10:"It helped me understand I should be more	4	13.8			
careful in terms of organization."(n=4)		3.4			
ExSt.#28: "When I gave feedback, I could see my friend's mistakes and I could compare them with mine." (n=1)	1	3.4			
Total	26	100			10

The next reason given by students was that peers had different ideas and showed each other what was missing (n=8). The process of benefiting from each other's ideas happens in a two directional way since they get new ideas not only by reading a peer's paper but also by receiving feedback from others. For example, one of the students expressed that he could make a comparison between his own paper and peer's paper when giving peer feedback. The benefit of the utilization of peer feedback, thus, becomes two directional in that both the peer giving the feedback and the one receiving it can benefit from the process.

Another benefit of using peer feedback stated by 4 students is that peer feedback helped them detect organizational problems in their essays. This response shows that the benefits of peer feedback extend to various aspects of the writing from language use, to richness of ideas and organization. Although the remaining two students stated that they did not benefit much from the peer feedback, their explanations also support the necessity of peer feedback. Their complaint about peer feedback was that their peer reviewers only provided positive comments and that they did not provide any suggestions for change. None of the students complained that the peer feedback was misleading. Thus, we can say that students are open to

criticism from their peers and when they cannot get enough criticism and directions, they do not think they benefit from peer feedback. Also, it has to be noted that the students who did not think they benefited do not represent the majority.

Reflection questions 2 and 3 enquired about the most useful and the least useful components of peer feedback according to the students respectively. The responses for these two questions are presented in Table 4.44 and Table 4.45. Similar responses were grouped together on the tables to give a general idea about student opinions. The responses to Question 2 , which are summarized in table 4.44 about the most useful part of peer feedback showed that there were various components of peer feedback found useful by different students. Thirty-one per cent of the students said they cannot make a distinction and that they found everything useful about peer feedback. The other responses focused on comments provided for various sections of the students essays such as conclusion (17%, n=5), body (17%, n=5) and introduction (14%, n=4). Additionally, students stated that they found it useful to be able to see each other's mistakes (14%, n=4) and though that the recommendations part was also useful as it provided different ideas from peers. These results show a general positive idea towards peer feedback.

Table 4.44 Opinions of Experimental Group Students the most Useful Part of the Peer Review Sessions

Question 2: What was the most valuable part of the peer review session?	N	%
ExSt#8: "I think it is valuable overall."	9	31
ExSt#4: "The conclusion part was the most valuable."	5	17
ExSt#5: "Body part comments were useful."	5	17
ExSt#13: "We can see each other's mistakes."	4	14
ExSt#9: "The most valuable part was the introduction."	4	14
ExSt#7: "The recommendation part was very informative because from that part we receive some different ideas."	2	7
Total	29	100

The responses to Question 3 about the part of peer feedback found the least useful by students are summarized in Table 4.45. As can be seen from the table, more than half of the students (55 %, n=9) think that there is nothing to rate the least

useful about peer feedback. According to the responses, the general idea about peer feedback seems to be positive but students also point to some weak areas which have to be considered. For example, one of the questions used on the peer feedback checklist which asks the students whether the body and the conclusion are separated was found the least valuable by three students (10.3%, n=3). This checklist question was related to the organization of paragraphs and the purpose was to see whether students made a new paragraph for the conclusion. Maybe the question could have been worded differently to make it more meaningful to the students. Among the other unfavorable aspects of peer feedback are yes/no answers (7%, n=2) and comments which only include good remarks about the paper (7%, n=2).

The feedback checklists, which guided the peer feedback, were prepared so as to receive long responses from students and did not include many questions which could be answered by only saying 'yes' or 'no' because without an explanation, 'yes' and 'no' do not seem to be meaningful responses and do not prompt students to any action in terms of revising their essays. However, some peer reviewers did not give long responses and only wrote 'yes' or 'no' and some wrote only good remarks and the students receiving such feedback were not satisfied with it. This also shows that when students receive detailed and constructive feedback, they are happy with it but when they receive weak feedback with no explanation they do not like it. This is a point which should be emphasized by the peer feedback training. Students should be made more conscious about the benefits of providing detailed and constructive feedback for peers. Lastly, a few students reported that they did not benefit from body part comments (7%, n=2), introduction part comments (7%, n=2), and organization comments (7%,n=2).

Table 4.45 Opinions of Experimental Group Students about the Least Useful Part of the Peer Review Sessions

Question 3: What was the least valuable part of the peer review session?	N	%
ExSt#20: "We cannot say they are not valuable, each part give (sic.) you a chance to improve yourself."	16	55
ExSt#14: "The question about whether the body and the conclusion are separated."	3	10.3
ExSt#5: "Yes/no answers."	2	7
ExSt#3: "Introduction part comments."	2	7
ExSt#2: "Body part comments."	2	7
ExSt#22: "That they only say good things."	2	7
ExSt#4: "Organization comments."	1	3.4
ExSt#9: "No answer."	1	3.4
Total	29	100

The purpose of Question 4 on the reflection was to find out aspects of the peer feedback which could be improved. According to the responses from students, 38 per cent (n=11) think that nothing needs improvement since everything is effective. Nearly 14 per cent (n=4) of the students think that readers can give more advice and 6.9 per cent (n=2) of the students think that readers should provide bad comments and criticize as well as praising. The previous two comments share a common aspect which reflects that students are open to criticism and want to receive more comments even if they are negative. Out of the comments made, 10.34 per cent (n=3) focus on the questions used for peer feedback and students say that they need to be more specific. Other comments focus on the readers and students say that readers can be more objective (6.9%, n=2), more persuasive (3.4%, n=1) and that they should provide a correction (3.4%, n=1).

Table 4.46 Suggestions of Experimental Group Students about

Improving Peer Feedback

Question 4: What can be done to make peer review more effective?		
Sample student responses	N	%
ExSt#1: "Nothing because it is effective." (n=11)	11	37.9
ExSt#12: "May be adding some comments (own comments)." (n=4) 13.8%	4	13.8
ExSt#5: "More specific questions can be asked." (n=3) 10.34%	3	10.3
ExSt#11: "Readers should not hesitate to write bad comments and should criticize more." (n=2) 6.9%	2	6.9
ExSt#15: "Readers can be more objective." (n=2) 6.9%	2	6.9
ExSt#13: "Readers can be more persuasive." (n=1) 3.4%	1	3.4
ExSt#21: "Readers can provide a correction." (n=1) 3.4%	1	3.4
ExSt#24: "I do not know." (n=1) 3.4%	1	3.4
ExSt#26: "No answer." (n=4) 13.8%	4	13.8

The next question on the reflection enquired whether students thought they needed to do more training before participating in peer feedback sessions. As can be seen in table 4.47, 48.3 per cent (n=14) of the students think that they did not need more training to give peer feedback and found the training adequate. Approximately 148 per cent (n=4) were undecided as they said 'maybe' as a response. The

Table 4.47 Opinions of Experimental Group Students about the Adequacy of

Peer Feedback Training

Yes (38%, n=11)	Maybe (13.8%, n=4)	No (48.3%, n=14)
ExSt#6: "Yes, but time is a handicap for us I know, so I believe I do my best while I am writing feedback to my friends."		ExSt#1: "I feel I am improving little by little it is very beneficial."
ExSt#11: "As we have almost the same knowledge, sometimes we have difficulty in understanding our mistakes."		ExSt#2: "It is good and it is not necessary to do anything."
		ExSt#15: "No, our teacher gave us enough training."

27.6 per cent (n=11) thought that they needed more training. Two students who said

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'yes' also provided explanations and wrote the following:

> "Yes, but time is a handicap for us I know, so I believe I do my best while I am writing feedback to my friends." (ExSt#6)
> "As we have almost the same knowledge, sometimes we have difficulty in understanding our mistakes." (ExSt#11)

Students who felt they had received enough peer feedback training are in the majority and they also state that they feel actually being involved in peer feedback activities helps them develop in time as one student says:

> "I feel I am improving little by little, it is very beneficial." (ExSt#1)

Not only training but also systematic implementation of peer feedback by making it a natural component of the writing class is also important in improving students' skills for providing peer feedback.

Questions 6 and 7 on the reflection were concerned with the most difficult and the easiest aspects of writing as stated by students. Responses to question 6 summarized in Table 4.48, give the general impression that most students regard writing as a difficult activity and that the aspect which causes difficulty changes from one student to the other.

Table 4.48 Difficult Aspects of Writing Essays According to Experimental Group Students

Question 6: What was the most difficult for you while writing your essays?		
	N	%
ExSt#18: "There was not any difficult part."	5	20.8
ExSt#7: "The most difficult thing for me is to start the essay. To make a good introduction is difficult. When you do it is easier to continue the essay."	4	16.7
ExSt#1:"To prepare the content while writing."	4	16.7
ExSt#14: "The body part was the most difficult."	4	16.7
ExSt#12: "To organize the ideas."	3	12.5
ExSt#20: "Finding suitable words to explain situations. You can find words in your language but cannot translate them."	2	8.3
ExSt#19: "The conclusion part was the most difficult."	2	8.3
Total	24	100

Only 5 students stated that they did not find any difficulties. However, for the remaining students, the difficulties can be discussed under seven categories. The aspects of writing found difficult by most students are starting an essay (n=4) and preparing the content (n=4) and writing the body part (n=4). These are followed by organizing ideas (n=3), finding appropriate vocabulary (n=2) and writing the conclusion (n=2).

From the responses to Question 7, we can get an idea about what aspects of writing the students find the easiest. Once the students get beyond the introduction, they think the rest of the essay is easier to write (n=6). This is followed by writing the body part (n=4), the conclusion part (n=4) and deciding on content (n=4). Additionally, two students stated that knowing what to do makes it easy to write, and one student said making comparisons was easy. Three students, on the other hand, stated that they did not find any aspect of writing easy. The responses to Question 7 and 6 complement each other because responses for both lend support to the idea that the most difficult thing about writing is to decide how to start and write an introduction.

Table 4.49 Easy Aspects of Writing Essays According to the
Experimental Group Students

Question 7 : What was the easiest for you while writing your essays?		
Sample student responses	N	%
ExSt#7: "After writing introduction part, it is easy to write other parts."	6	25
ExSt#4: "The body part was very easy while writing."	4	16.7
ExSt#14: "Writing conclusion part was easiest for me to write."	4	16.7
ExSt#1: "Information is available for us. It is easy to use it for content."	4	16.7
ExSt#20: "It is not easy to write anything."	3	12.5
ExSt#22: "I know what to do."	2	8.3
ExSt#2: "To do similes and metaphors."	1	4.2
Total	24	100

To sum up, the responses from experimental group students reflect a general positive attitude towards peer feedback. Secondly, the responses indicate that peer

feedback training was found adequate by most students. Thirdly, students regard writing as a difficult activity but receiving peer feedback provides support for them as they feel they benefit from it.

4.6.2 Control Group Students' Reflections upon Feedback and Writing

The control group students received only teacher feedback on all three aspects of writing: form, content and organization. For this reason, they were asked about their opinions on teacher feedback. Their opinions were used to make a comparison between the control and experimental groups about attitudes towards feedback. When asked whether they benefited from teacher feedback, all students in the control group responded positively. Considering that there were three students who replied to this question negatively in the experimental group, we can say that students can criticize feedback coming from peers but not feedback coming from teachers as they regard the teacher as an expert. The reasons provided by students about how they benefited from feedback are similar for both peer and teacher feedback with few exceptions. For example, the most commonly provided benefit by the control group similar to the experimental group is that feedback shows mistakes and helps improve essays (n=15). Additionally, as a different idea from the experimental group, the control group students stated that teacher feedback helped them improve their vocabulary knowledge and taught them new structures (n=6). Two students mentioned the encouragement they felt when they received positive comments and they expressed satisfaction when the teacher liked their work (n=2). However, receiving positive comments from peers did not create the same motivating effect for the experimental group students since they felt the feedback was inadequate if it only contained positive remarks. Other benefits of teacher feedback expressed by the control group students include improving the essay generally in the light of teacher feedback (n=2), adding details (n=2) and improving the introduction and conclusion of the essay (n=1).

Table 4.50 Opinions of Control Group Students about the Benefits of Teacher Feedback

Question 1: Did you benefit from the teacher feedback sessions? If yes, in what way?		
Sample student responses	N	%
Cont.S#1: "After I received the feedback, I saw my mistakes and corrected them and learned how to improve my essay perfectly."	15	53.6
Cont.S#2: "I think teacher feedback was good for me because I improved my vocabulary knowledge and learned new structures."	6	21.4
Cont.S#27: "The most encouraging thing for me was your feedback. Given importance to what I wrote and your encouraging opinions about my writings make me try to write well-written paragraphs." Cont.S#25: "I do not like writing the same topic again and again but also I know it is beneficial to us. Reading the feedback the teacher gave us is sometimes enjoyable especially when the teacher likes some parts of it."	2	7.1
Cont.S#7: "I tried to improve my essay in the light of teacher's comments.	2	7.1
Cont.S#6: "Firstly, after I received the feedback I could see that I couldn't describe the park exactly and I couldn't write why I told this park, what was the reason that I influenced and told it. Then I tried to write more details about it."	2	7.1
Cont.S#4: "I improved the introduction and conclusion when I received the feedback."	1	3.6
Total	28	100

The most valuable aspects of teacher feedback according to the control group students are improving grammar (n=5) and obtaining knowledge about mistakes (n=5). The control group students also thought that teacher feedback helped them to improve their essay writing skills gradually (n=4). Writing a second draft was also found useful by the control group students (n=2). Lastly, students stated that making the thesis more specific (n=1) and positive criticism (n=1) were valuable aspects of writing.

Table 4.51 Opinions of Control Group Students about the most Valuable

Aspects of Teacher Feedback

Question 2: What was the most valuable part of the teacher review session?		
Sample student response	N	%
ContSt#11: "It improved our grammar, provided us to recognize and improve our incorrect grammar knowledge."	5	27.8
ContSt#16: "our control of writing after teacher feedback and obtaining knowledge about our mistakes."	5	27.8
ContSt#9: "It helped to improve our writing little by little."	4	22.2
ContSt #14: "To control our essay again and write a second draft."	2	11.1
ContSt #13: "Writing or noting how to make our thesis more specific was the most valuable component at least for my opinion."	1	5.6
ContSt #18: "Positive criticism about my writing encouraged me greatly."	1	5.6
Total	18	100

As a response to the third question about the least valuable aspect of teacher feedback, 44 per cent (n=9) of the students said that there was nothing to rate the least valuable. 16 % (n=3) stated that writing a third draft although you do not have many mistakes did not seem very useful. The remaining responses could not be categorized into any groups because each was related to a different aspect and was expressed by one student only. These included inefficient feedback by the teacher, symbols which were used to indicate mistakes, feedback about punctuation, grammatical problems, importance given to words, and feedback about content. The responses of control group students about the least valuable aspects of teacher feedback differ in some aspects from the responses of the experimental group students.

Table 4.52 Opinions of Control Group Students about the Least Valuable Aspects of Teacher Feedback

Question 3: What was the least valuable part of the teacher review session?		
Sample student response	N	%
ContSt#1:"There aren't any least valuable components of the teacher feedback."	9	50
ContSt#15: "writing the essay after second feedback although there were few mistakes."	3	16.7
ContSt#10: "Sometimes teacher don't give our errors effectively so we can not make them correct."	1	5.6
ContSt#2: "Symbols of errors did not make much contribution to my writing activities."	1	5.6
ContSt#3: "Punctuation."	1	5.6
ContSt#4: "Grammatical problems."	1	5.6
ContSt#6: "The least valuable component is to give importance to words."	1	5.6
ContSt#7: "Content can be the least valuable I think."	1	5.6
Total	18	100

For example, the percentage of students who think there is nothing to rate the least useful is higher for the experimental group students. While the complaints about peer feedback focus on the adequacy for various sections of the essay such as introduction, body and conclusion, the complaints about teacher feedback focus more on issues related to language use such as inadequate feedback on errors of grammar, punctuation, grammatical problems and vocabulary. The control group students seem to be more preoccupied with language use while the experimental group students seem to focus more on issues related to the content and organization. This may be caused by the fact that peer feedback was mainly concerned with the issues of content and organization rather than grammar but teacher feedback was concerned with all aspects of writing from grammar to content and organization. This can be regarded as a positive effect of peer feedback training and the utilization of peer feedback in that these have increased students consciousness about the global aspects of writing.

Although students usually are content with teacher feedback and do not criticize it, there may be problems with it as well as with peer feedback. For this

reason, the students were asked their opinions about how teacher feedback could be improved and the control group students provided useful opinions. Table 4.53 summarizes students' ideas about improvement of teacher feedback. The answers show that there are some students completely satisfied with teacher feedback since they report that teacher feedback contained every detail they needed. However, other students expressed some concerns which could be taken into account such as providing more detailed criticism (n=5), writing out some choices for correction after pointing to the mistakes in more detail (n=3), involving in one to one cooperation (n=2), giving more time for the completion of essays (n=1), and giving second and third draft (n=1). The responses indicate that when students receive feedback from only the teacher, they get more and more dependent and start to demand more detailed help, even direct corrections.

Table 4.53 Opinions of Control Group Students about the Improvement of Teacher Feedback

Question 4: What can be done to make teacher review more effective?		
Sample student response	N	%
ContSt#13: "I liked my teacher's feedback paper. It contains every detail related to the writing."	6	33.3
ContSt#18: "More detailed information or criticism about our writing and how to improve our essay."	5	27.8
ContSt#5: "To show the fault in detail and give some choices that can be written."	3	16.7
ContSt#2: "One to one cooperation would make feedback more effective."	2	11.1
ContSt#9: "The teacher could give more time for each essay. Also it is explained in class."	1	5.6
ContSt#4: "To give second and third draft."	1	5.6
Total	18	100

In order to get an idea about the attitudes of students towards writing, they were asked what they perceive as the most difficult and as the easiest aspects of writing. Question 5 was about the most difficult aspects of writing and question 6 was about the easiest aspects. According to the results, for the control group students, the most difficult aspect is writing the introduction part (n=5). Secondly, the students think

that trying to follow the rules of writing sometimes gets in the way of expressing their ideas (n=3). Other difficulties with writing as expressed by students are choosing correct words (n=3), deciding on content (n=2), combining ideas (n=2), supporting ideas logically (n=1), and to think in the opinion of an English (n=1). The difficulties expressed by the control group students are similar to the ones expressed by the experimental group students. However, some of the experimental group students stated that there was nothing they could rate as difficult with writing (n=5) while none of the control group students gave such an answer to this question. This may be an indication that the experimental group students feel more self confident with writing as a result of giving and receiving peer feedback.

Table 4.54 Opinions of Control Group Students about the Most Difficult Aspects of Writing

Question 5: What was the most difficult for you while writing your essays?		
Sample students response	N	%
ContSt#2: "To begin the writing because I always had difficulty in deciding in what way I should start to write."	6	33.3
ContSt#11: "Trying to obey the rules of essay rather than importing the thoughts."	3	16.7
ContSt#3: "The most difficult thing is to select correct words."	3	16.7
ContSt#7: "To decide what I will write."	2	11.1
ContSt#10: "The most difficult thing is not to know to combine our thoughts."		11.1
ContSt#17: "To produce ideas and support them in a logical way."	1	5.6
ContSt#5: "To think in the opinion of an English."	1	5.6
Total	18	100

According to the control group students, the easiest aspect of writing was to continue the essay after putting down initial ideas (n=6). This may be an indication that once students get beyond the most difficult aspect, which is starting out, it is easier to continue to write. Secondly, students think that organizing ideas and adding details is easy (n=3). Thirdly, rewriting after receiving feedback (n=2), writing a title (n=2), writing a conclusion (n=2) are found difficult by students and applying grammar rules (n=1). The remaining two students state that everything about writing

is difficult for them and as ContSt#18 explains although students have ideas, they do not know how to write them down.

Table 4.55 Opinions of Control Group Students about the Easiest Aspects of Writing

Question 6: What was the most difficult for you while writing your essays?	N	%
Sample student response		
ContSt#7: "To continue the essay after I start to write it."	6	33.3
ContSt#6: "We learnt organizing before writing an essay, organizing makes writing easy for me. Also, after starting an essay, supporting an idea or writing details are very easy."	3	16.7
ContSt#11: "Rewriting after taking our feedback."	2	11.1
ContSt#3: "The easiest thing is to write a title."	2	11.1
ContSt#16: "The final part of our writings."	2	11.1
ContSt#5: "To make importance to the grammar rules."	1	5.6
ContSt#18: "In fact nothing, writing is a difficult job. Having ideas may be I had the most of ideas but I did not know how to write them."	2	11.1
Total	18	100

This chapter presented qualitative and quantitative results of the study obtained through various data collection instruments. A comprehensive critical review of these results is provided in Chapter V together with their implications for further research and practical applications as well as the limitations of the study.

CHAPTER V

CONCLUSION

This chapter consists of five sections: summary, discussion of the findings under each research question, implications for practical applications, limitations of the study, and recommendations for further research. In the summary section, a brief overview of the study is provided; in the discussion section, the findings are elaborated on in relation to the research questions; in the remaining three sections, limitations, practical and theoretical implications are presented respectively.

5.1 Summary

Second language writing classes pose several challenges for EFL students including getting used to the conventions of a new writing tradition other than their own culture's, expressing themselves in a new language and coping with the multifaceted nature of writing. These challenges make writing skill one of the most difficult to develop for students causing an over reliance on the teacher for all kinds of corrections and guidance. In addition to the reliance on the teacher, the current practices in writing classrooms do not allow for the gradual development of writing abilities since most writing classes do not employ a process approach to writing due to time constraints. A linear, product oriented approach to writing is usually followed and students do not get the chance to think over their initial work and develop it in subsequent drafts. As Zamel (1983) points out, however, an understanding of the non-linear, recursive nature of writing would help students plan and criticize their texts better in order to meet reader's expectations. In addition, as the students are depending on the teacher for the only source of suggestions in the writing class, the teachers' workload is tremendous.

An alternative to the teaching of writing in a product oriented way is the current process approach to writing in which primary importance is given to the

process through which writers develop their skills with several stages drafting, revising and editing which occur in a recursive fashion. One important component of process writing is feedback coming from not only the writing teacher but also peers. The use of peer feedback in a process writing class has several benefits such as making students more critical towards their own work as well as other students' work (Rollinson, 2005), creating a sense of audience other than the teacher (Scardamalia et al. ,1984) as a requirement for reflective thought in writing, contributing to the development of students as independent learners in addition to relieving the teacher from the tremendous task of providing all kinds of feedback for the learners by sharing the responsibility with the students. Instead of creating teacher dependent learners, incorporating peer feedback into the writing class helps students to become independent learners and thinkers and equips them with the capacity of self-assessment (White & Arndt, 1992).

The current study followed an experimental design and students were randomly assigned into an experimental and a control group. Each group was then assigned a feedback condition: full teacher feedback on all three areas of form, content and organization in the control group and complementary peer-teacher feedback in the experimental group in which form feedback was provided by the teacher and content and organization feedback was provided by peers.

The experimental and the control groups were compared in four aspects: the types and numbers of revisions made as a result of the feedback condition, the quality of revisions made as a result of the feedback condition, the writing improvement as measured by a pretest and posttest and attitudes towards writing and feedback gathered through questionnaires and student reflections. The study investigated the following research questions:

1. Which feedback model: full teacher feedback or complementary peer-teacher feedback, creates more revisions on student drafts?

   a) Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, creates more form changes?

   b) Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, creates more content changes in student writing?

   c) Which type of feedback model, full teacher feedback or

complementary peer-teacher feedback, creates more organizational changes in student writing?

2. Is there a relationship between number and types of revisions and achievement in writing?

    a) Is there a relationship between total number of revisions and achievement in writing?

    b) Is there a relationship between the number of revisions on form and achievement in writing?

    c) Is there a relationship between of revisions on content and achievement in writing?

    d) Is there a relationship between the number of revisions on organization and achievement in writing?

3. If there is no relationship between number and types of revisions and achievement in writing, then is there a relationship between the quality of revisions and achievement in writing?

4. Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, affects overall writing quality more positively?

5. Which type of feedback model, full teacher feedback or complementary peer-teacher feedback, creates more positive attitudes towards feedback and towards writing?

5.2 Discussion of the findings

5.2.1 Research Question 1: Which Feedback Model: Full Teacher Feedback or Complementary Peer-teacher Feedback, Creates More Revisions on Student Drafts?

The first research question investigated in the study concerned the quantitative comparison of form, content and organization revisions across the experimental and control groups. Figure 5.1 is a representation of the total numbers of form, content and organization revisions made by the experimental and the control group students.
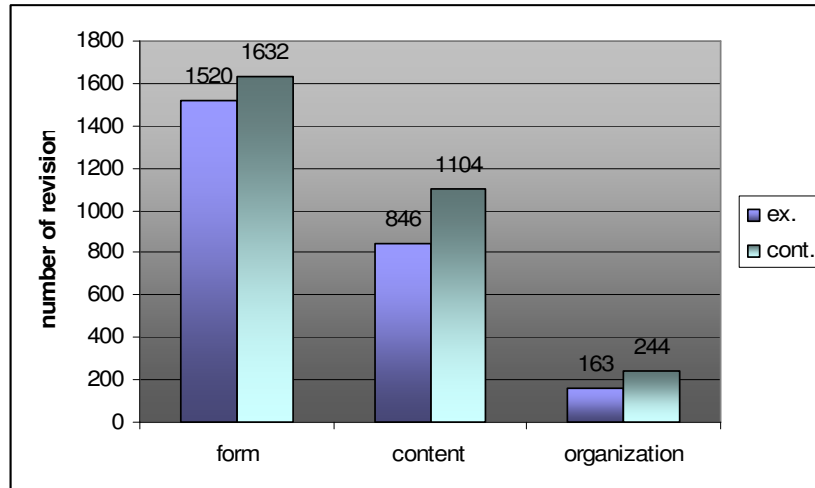
Figure 5.1 Comparison of all Revisions

ex: experimental group, cont: control group

In order to carry out the quantitative comparisons of revisions, independent groups t-test procedure was used in SPSS 13.00 program. Significant differences were not expected between the numbers of form revisions as the agent providing feedback for form to both groups was the teacher. For the remaining two categories of revisions, those of content and organization, finding a significant difference was more likely as the source of feedback was peers for the experimental group and the teacher for the control group. The results of the t-tests are summarized in Table 5.1 below again for the readers' convenience.

Table 5.1 Comparison of Total Numbers of Revisions

	t	*df*	*Sig. (2-tailed)*
form	-0,924	47,390	0,360
cont	-2,032	46,305	0,048(*)
org	-1,983	45,998	0,053

* Difference is significant at the 0,05 level (2-tailed)

As expected, no significant differences were found between the numbers of form revisions made by the experimental and control groups in their essays as the results of the computation of an independent samples t-test showed (t= -0, 924, p>0,05). This indicates that when the agent providing feedback is kept constant, the

experimental and control group students revise form similarly. Both the experimental groups and the control group students made a comparable number of form revisions on their essay drafts.

For content revisions, the result obtained was also in line with the expectations since a significant difference was found between the two groups. The results of the t-test analysis indicated that the difference between the number of content revisions made by students in the two groups was significant with t = -2,032, p<0,05 (see Table 5.1) with the control group having made significantly more revisions compared to the experimental group (ex. = 846, cont. =1104).

This result shows that the control group students, who received content feedback from the teacher, made significantly more content revisions compared to the experimental group students, who received content feedback from their peers. For this reason, for content revisions, the complementary peer-teacher feedback model does not seem to have caused as many content revisions as the full teacher feedback.

For organization revisions, on the other hand, the results of the comparison was contrary to expectations as the computation of an independent samples t-test revealed no significant differences between the two groups in terms of the frequency of organization revisions. This shows that both the full teacher feedback and the complementary peer-teacher feedback created a similar effect on the revising behavior of the students. Peer-feedback was as effective as teacher feedback in triggering revisions on organization.

On the whole, the differences between the experimental and control groups with regard to the quantity of their revisions could be summarized in the following way. In two categories of revisions no significant differences were observed in quantitative terms. In one category, namely content, the difference between the groups was barely significant. All in all, it may be concluded that the two models of feedback did not create a significant difference in terms of revisions between the two groups quantitatively. In order to decide whether the significant quantitative difference between the content revisions creates a difference between the writing achievements of the two groups, the impact of the revisions on achievement also has to be considered. This issue is discussed in the next section in relation to Research Question 2.

5.2.2 Research Question 2: Is There a Relationship Between Number and Types of Revisions and Achievement in Writing?

The second research question was concerned with the investigation of a relationship between achievement and quantity of revisions in three areas of form, content and organization. This relationship was investigated by computing Pearson Product Moment Correlations in SPSS 13.00 program. The results concerning Research Question 2 are summarized in Table 5.2 below again for the readers' convenience.

Table 5.2 Relationship Between Revisions and Average Essay Score

		total	form	content	organization
average	Pearson correlation	,599**	,573**	,458**	,349**
	Sig. (2-tailed)	,000	,000	,000	,008
	N.	57	57	57	57

**Correlation is significant at the 0,01 level (2-tailed)

As displayed in Table 5.2, all three types of revisions correlate with achievement in differing degrees of magnitude. This result indicates that having made more form, content or organization revisions is a predictor of a higher writing achievement score. The more a student revises in any of these categories of revisions the more the likelihood of that student receiving a higher writing achievement score.

Considering that for two areas of revisions, form and organization, there were no statistically significant differences between the two groups in terms of the quantity of revisions, both the experimental and control groups seem to have received an equal amount of contribution to their writing achievement scores from their feedback conditions. For content revisions, however, the case is different since the control group students seem to be at an advantage with significantly more content revisions. This may not be categorically true as we first have to consider the impact of each of the three revision types on the resulting average essay score.

With this in mind, a follow up on the analyses regarding the relationship between achievement and number of form, content and organization revisions, an additional analysis of Multiple Regression was carried out in order to find the impact

of each type of revision on the achievement score. It was found as a result of this analysis that of the three types of revisions, form and organization revisions together explain up to 35 % of the variation in essay scores. Although content revisions were also effective on the scores to an extent, they were excluded from the analysis as their impact was less than the form revisions and organization revisions according to this analysis.

The previous correlation analyses regarding a relationship between numbers of revisions on form, content and organization had indicated a relationship between both content and organization revisions and achievement. However, the Multiple Regression analysis showed that the variables other than that of form revisions were not considerably effective in explaining the average essay score. To sum up, using the complementary feedback model did not cause a disadvantage for the experimental group as they revised on form and organization as much as the control group did and although they made fewer content revisions, content revisions were not found to be highly effective on average essay score.

It could be concluded in relation with these findings that students benefit from a combination of peer and teacher feedback as much as they do from teacher feedback only. This result corroborates with earlier research investigating the relative effects of peer and teacher feedback on students' writing (Zhang, 1989; Paulus 1999).

5.2.3 Research Question 3: If There is no Relationship Between Number and Types of Revisions and Achievement in Writing, then is There a Relationship Between the Quality of Revisions and Achievement in Writing?

As a response to Research Question 2 a relationship was, in fact, found between numbers and types of revisions and achievement in writing. However, with respect to the fact that the previous analyses did not indicate a very strong relationship between types of revisions except for form and achievement, an additional analysis between the quality of revisions made and achievement was deemed as necessary.

In order to carry out this analysis, a taxonomy of revisions developed by Faigley and Witte (1981), which categorizes revisions according to their relative

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impact on the content and message of a text, was used. There are four main categories of revisions in this taxonomy, which were described in more detail in Chapter III. A sample of student essays which contained all seven types of essays written by six students from each of the experimental and control groups were selected for the analysis and they were coded by two raters according to the taxonomy. Interrater reliability was found to be high between the two raters and is reported in Chapter III.

Firstly, before the analysis concerning a probable relationship between the quality of revisions and achievement in writing, the two groups were compared in terms of the quality of revisions they had made in order to see whether there were any differences. The comparison was made between the small samples taken out of the experimental and the control groups by means of a nonparametric Mann-Whitney U test in SPSS 13.00 program. The results of this analysis indicated that there were no statistically significant differences between the two groups in terms of the quality of revisions students had made. Depending on this result, it can be concluded that the different feedback conditions in the experimental group and the control group did not create significant differences in terms of revision quality as indicated by the taxonomy of revisions.

Secondly, for the investigation of a relationship between quality of revisions and achievement, Pearson Product Moment Correlation coefficients were computed with SPSS 13.00 with the number of revisions falling into each category in the taxonomy and the average essay scores as variables. The results of these analyses are presented in Table 5.3 again as a reminder.

Table 5.3 Relationship Between Quality of Revisions and Achievement

		IA	IB	IIA	IIB
Average	Pearson Correlation	,093	,171	-,523	-,510
	Sig. (2-tailed)	,774	,596	,081	,090
	N	12	12	12	12

IA : Formal surface revisions   IIA: Microstructure meaning changes
IB : Meaning-preserving surface changes   IIB: Macrostructure meaning changes

According to the results of these analyses, a very weak relationship seems to exist between surface level revisions and achievement as indicated by correlation coefficients of ,09 for IA (formal surface revisions) and ,17 for IB (Meaning-preserving surface revisions) but the relationship is not statistically significant.

Therefore, the quantity of revisions falling into various categories of revision quality could not be seen as a strong indication of writing achievement. These variables seem to have very little, if any, impact on writing achievement. It should not be overlooked though that this result may be due to the relatively small sample size.

As a result of the Pearson Product Moment Analysis, a very weak relationship was found between the number of formal surface revisions and achievement in writing as r =, 093 with p>0,05 but it is not significant as mentioned above. This result shows that having made more formal surface revisions was not indicative of having received a higher grade and thus being a better writer. Considering that numerically, the control group students had made more revisions at this category, although not significant, this result shows that both the experimental and the control groups were equal in terms of the guidance they had taken from feedback. It also has to be remembered here that for the formal surface changes category, the agent providing feedback was the teacher for both groups as these changes were surface level changes.

Between the meaning-preserving changes and achievement in writing, the Pearson Correlation analysis did revealed a very weak but not significant relationship as r = 0,171 and p>0,05. This result may mean that students who had made more changes in this category are not at an advantage in terms of receiving a higher grade as there seems to be only a minor relationship between the two variables.

Together with this finding, if we consider that there was no significant difference between the experimental and the control groups regarding the number of meaning-preserving changes they had made, then we could conclude that both groups could be considered as equal in terms of revision quality and its effect on their achievement score and that the treatment of differing feedback conditions did not create any changes between them.

The third relationship investigated between writing achievement and microstructure meaning changes did not show a statistically significant relationship between changes in this category and achievement as r = -0,523 and p>0,05. This could mean that we cannot predict writing achievement depending on the number of microstructure meaning changes. We could conclude, therefore, that the number of microstructure meaning changes made by the students is not a predictor of success in our study.

The final relationship investigated was between macrostructure meaning changes and achievement in writing. Similar to the previously discussed three categories of revision quality, no significant relationship was found between the changes in this category and achievement in writing with r = -0,510 and p>0,05. Thus we can conclude that the number of macrostructure meaning changes is not a predictor of writing achievement.

In conclusion, firstly no significant difference was found between the experimental and the control group in terms of revision quality. Thus, having received feedback from different sources, from the teacher or from peers, did not create a difference in revision quality. Additionally, no significant relationship was found between revision quality coded according to the Faigley and Witte's taxonomy of revisions and achievement in writing as indicated by average essay scores. As indicated by findings of statistical analyses, revision quality is not a predictor of writing achievement. This result contrasts with Faigley and Witte's (1981) study in which expert writers' revisions were found to be better in quality than inexperienced writers. This may be due to the fact that the differences between the student writers compared in the present study may not be as great as the difference between inexperienced writers and expert writers compared in Faigley and Witte's study to create a difference in revision quality. Thus, the numerical differences between qualities of revisions made by the students in the two groups, although not statistically significant, in favor of the control group could not be interpreted as an indication of higher writing achievement.

In the previous section, in the discussion of Research Question 2, first the numbers of revisions made in three main categories of form, content and organization were compared and it was found that numerically the control group students had made more revisions in all revision categories although the differences were not found to be significant. Secondly, a relationship was sought between the three numbers of revisions made in the three categories of revisions and achievement in writing. This investigation had revealed that there was a moderate relationship between all three kinds of revisions and achievement in writing. As a result of this relationship, the control group had seemed to be at an advantage since they had made numerically more revisions in all three categories.

However, as it has been discussed in relation to Research Question 3, the

investigation of a relationship between the quality of revisions and achievement in writing did not reveal a similar trend and significant differences were not observed between the two groups in this regard. Thus, the discussion of Research Question 3 lends support to the complementary peer-teacher feedback model because the experimental group students and control group students seem to have benefited equally from their feedback conditions in respect to the quality of revisions they had made. Consequently, using the complementary peer-feedback model of feedback would not create a disadvantage on part of the students in terms of revision quality and resulting writing achievement.

5.2.4 Research Question 4: Which Type of Feedback Model, Full Teacher Feedback or Complementary Peer-teacher Feedback, Affects Overall Writing Quality More Positively?

Research Question 4 was concerned with an investigation of which type of feedback model affected overall writing quality more positively. This investigation required a comparison of the writing improvements of the two groups. A pretest and posttest were used in order to make this comparison. Both the pretest and posttest were timed writing tasks which required students to write an argumentative essay and had comparable topics. These two tests were used in two main comparisons: one to compare the improvement of each group within itself and the other to compare the writing improvement rate of the two groups.

The first comparison regarding the writing improvement within the groups revealed that both the experimental and the control groups had shown considerable improvement in writing skills as indicated by the increase in their writing score averages and their gain scores from the pretest to the posttest. To illustrate, the experimental group students improved their average writing achievement score from 41,04 to 74,40 with an average gain score of 33,41 whereas the control group students improved their average writing achievement from 39,83 to 71,46 with an average gain score of 31,63. With the purpose of investigating whether the improvement was significant, paired samples t-test analyses were done in SPSS 13.00 program. These analyses showed that both the experimental group ($t = 16,19$, $p<0,01$) and the control group ($t = 10,81$, $p<0,01$) had significantly improved their

writing achievement scores.

The second comparison was made between the experimental and the control groups with the intention of seeing whether there were any differences between them in terms of their writing improvement as indicated by average writing scores. The comparison was made firstly between the pretest and posttest scores by means of an independent t-test procedure in SPSS 13.00 program. The comparison of the pretest scores of the experimental and the control groups did not yield a significant difference between the groups (t = - 0,496, p>0,05). Similarly, the comparison of the posttest scores of the experimental and the control groups did not yield a significant difference (t = -1,036, p>0,05). Secondly, the gain scores of the two groups were compared as the gain score of the experimental group seemed to be fairly higher than that of the control group; however, a statistically significant increase was not observed a result of a comparison made by means of a t-test (t = -0,498, p>0,05). These results indicate that both the experimental and control group have attained a considerable level of improvement in writing skills as a result of the multiple draft process approach employed in the writing course and their feedback conditions, which were full teacher feedback for the control group and complementary peer-teacher feedback for the experimental group. The positive effect of a multiple draft process approach is parallel with the findings of Paulus (1999), who found that students benefit from writing multiple drafts of an essay. The results of the study are comparable to the study of Chiu et al (2007) who compared the effects of two combined peer and teacher feedback models: peer review followed by teacher feedback and teacher feedback followed by peer review. They found that both feedback conditions had a positive effect on the quality of writing and no significant difference existed between the improvement in writing quality.

5.2.5 Research Question 5: Which Type of Feedback Model Creates More Positive Attitudes Towards Feedback and Towards Writing?

The first part of the questionnaire intended to find out about students' prior experiences with English writing classes. The responses to the questions in this section showed the following results. Firstly, both the experimental and control group students can be regarded the same in this regard as their responses are close to

each other. With regard to English writing classes, a majority of students in both groups reported not having received a class dedicated to English writing. Nevertheless, these students reported having performed writing tasks within other English courses such as keeping a diary, writing about holidays or important days in their lives, preparing a written project or writing a paragraph or essay as part of an English examination.

Students' responses indicate that they did not think they benefited greatly from these writing activities. In both groups, a small minority reported having received English writing instruction separately. The experiences of these students in the two hours a week writing classes included performing writing tasks assigned by the writing teacher without any mention of feedback practices, writing multiple drafts or practice on paragraph or essay organization. In this respect, it can be concluded that students in both the experimental and the control groups had limited experience with English writing instruction which did not follow a structured approach but was done solely to provide writing practice and additionally did not have a very positive idea about the usefulness of writing activities that carried out.

In the second part of the questionnaire, the students in the experimental and the control groups were asked to rate three feedback types, peer feedback, teacher feedback and self-correction, on a five-point Likert scale from 1:least useful to 5: most useful both before and after the study. The results obtained from the initial questionnaire showed that before the study the students both in the experimental group and in the control group had a very positive attitude towards teacher feedback, and a positive attitude towards peer feedback and self correction prior to the study. The results also showed that the study did not cause the same effect in student attitudes towards these three types of feedback in both groups. To illustrate, in the experimental group, the average ratings provided by the students showed minor changes for all of the three feedback types. The changes of student ratings for the three types of feedback in the experimental group before and after the study can be seen in Figure 5.2. below.

As can be seen in Figure 5.2 above, minor decreases were observed in the average ratings of the three feedback types, in peer feedback from 3,63 to 3,46, in teacher feedback from 4,83 to 4,73 and in self-correction from 3,83 to 3,58. These changes are not at a magnitude which would affect the interpretation of the average

ratings. Thus, the average rating of teacher feedback by the experimental group can be interpreted as 'very useful' in the same way as it used to be and similarly the average ratings of peer feedback and self-correction can be interpreted as 'useful'.

On the other hand, the changes in the average ratings obtained from the control group students through the questionnaire were more substantial since they not only rated teacher feedback as more useful than they had done previously but also rated peer feedback and self-correction as less useful than they had done in the initial questionnaire.
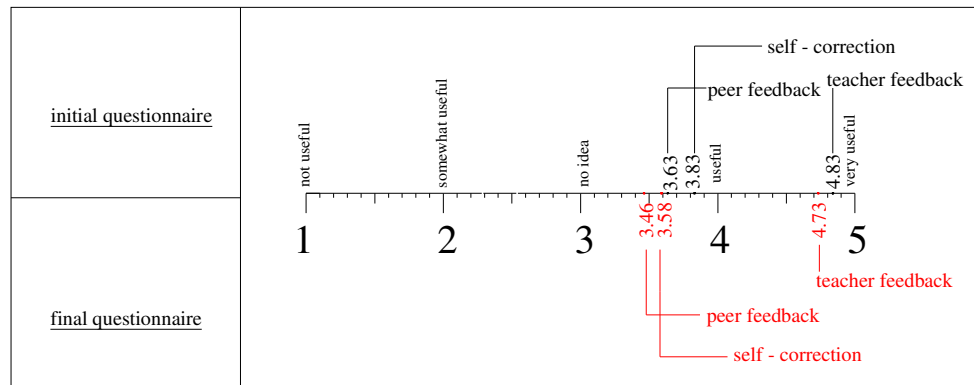
Figure 5.2 Experimental Group Students' Attitudes Towards Feedback Types Before and After the Study

As can be seen in Figure 5.3 below, the average rating of teacher feedback increased from 4,42 to 4,89, which indicates a positive change in attitude towards teacher feedback. However, for both peer feedback and self-correction, the change happened in the opposite direction since the average rating of peer feedback dropped from 4,00 to 3,15 and the average rating of self-correction dropped from 3,79 to 2,79. Thus, the attitude of control group students towards peer feedback changed from 'useful' to close to 'neutral' and their attitude towards self-correction changed from somewhere close to 'useful' to 'neutral'.

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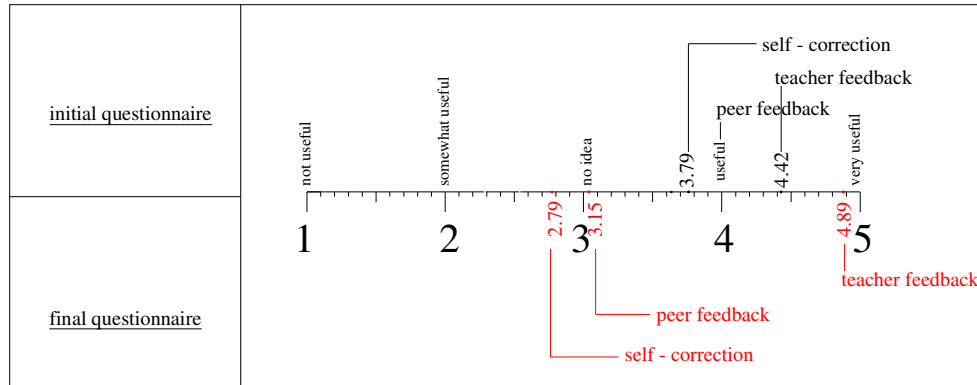
Figure 5.3 Control Group Students' Attitudes Towards Feedback Types Before and After the Study

These results indicate that receiving full teacher feedback changed the control group students' initial positive ideas about peer feedback and self-correction towards the negative direction. After having received full teacher feedback, the control group students started to value teacher feedback more than both peer feedback and self-correction. However, for the experimental group students, receiving limited feedback from the teacher on form and systematic peer feedback affected students' ideas about peer feedback and self-correction positively. This result can be seen as an additional advantage of the complementary peer-teacher feedback model because our model of feedback affected students' attitudes about peer feedback and self-correction positively. Firstly, students started to feel more confident about reviewing their own paper and secondly students started to value peers' opinions more. This finding corroborates with the findings of Şengün's (2002) study, in which she found positive attitudes towards peer feedback reflected by students who experienced it. However, if peer reviewers are not trained in providing content feedback and direct their attention only to form, students' attitude towards peer feedback tends to be negative which is a result reflected by Chiu et al. (2007). As Paulus (1999) notes, for peer review to be successful, careful training and structuring is necessary. The positive attitude towards peer feedback found in the present study is also the result of training and the design of the study which directed peers' attention to matters other than form while giving feedback. In a study by Ming (2005) it was found that students can become better peer reviewers when they are provided with proper training and

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guidance which supports the findings of our study because students were provided training prior to providing feedback and as they provided feedback for repeated times over a period of time, their ability to provide feedback also improved.

Students were also asked to give their reasons for each of their choices. The explanations provided by students for their choices were discussed in detail in Chapter V. As a reminder, it would be useful here to summarize these comments. According to students, generally, peer feedback was found useful by a majority of the students for having mistakes detected by peers, hearing peers' ideas about one's text, and for sharing ideas, but not as useful as teacher feedback according to a small group of students since they think peers cannot realize some of the mistakes. That students find peer feedback beneficial because it provides opportunities for sharing other's point of view is an opinion also observed in a study by Butcher (2006).

Opinions for the usefulness teacher feedback from both groups emphasized the expertise of the teacher and students stated that the teacher knows more and would help students develop their writing by showing them their mistakes. Additionally, students wanted to know what the teacher thinks about their work. Generally, the opinions of both groups about teacher feedback were very positive.

Students generally found self correction useful for the following reasons: it could help them think twice about their work, it could help them gain self confidence it would show them that they are capable of criticizing their own work. Few students who found self-correction only 'somewhat useful' expressed concern with the fact that they had limited English capacity for this task and that they may not have been objective while criticizing their own work.

The comments that the students made about the usefulness of various types of feedback lend support to the idea that especially the experimental group students developed a more conscious and realistic attitude towards peer feedback and self-correction after the study whereas the control group students maintained their initial prejudices towards peer feedback and self-correction and grew away from these alternative methods of feedback.

Student reflections written by both groups state similar benefits of feedback; however, the comments also differ in some aspects. For the experimental group students who received their feedback through the complementary peer-teacher feedback model, the most important benefit of peer feedback was seen as sharing

ideas with peers. On the other hand, the control group students who received full teacher feedback emphasized surface level issues more such as learning new structures and vocabulary as benefits. This can be caused by the fact that the control group students did not have a chance to benefit from multiple perspectives of the peers and were limited to the teacher's opinions.

Another major difference between the comments is the attitude towards positive comments. According to the reflections, the control group students perceived positive comments by the teacher as motivating and encouraging. However, the experimental group students approached positive comments from their peers more skeptically, thinking that their peer was not careful enough in reviewing their papers.

The reflections also gave an idea about students' attitude towards writing as an activity. To begin with for both groups, writing was not found to be a particularly easy task since a number of students in both groups stated that they found writing difficult in general. Regarding the difficulties they faced with writing, both the experimental students and the control group students stated similar ideas in that students in both groups found the initial stages of the writing activity as the most challenging as also observed by White and Arndt (1992). Once they thought they got over the difficulty of starting out an essay, the remaining parts were perceived as easier. In the experimental group, students stated also that when they were given clear instructions, and knew what they were required to do, writing was easier for them. Thus, in terms of attitudes towards writing, the complementary peer-teacher feedback model does not seem to have created a big difference in that students seem to regard writing as a challenging but still manageable task with the help of feedback and clear instructions.

5.3 Suggestions for Implementation

The findings of this study might have implications for writing teachers who are looking for ways to incorporate peer feedback in an effective way in their writing classes. Writing teachers might benefit from the findings in several ways. Firstly, as reflected in the literature, including peer feedback in the writing class as a natural component increases students' collaboration with each other as well as their self-

esteem and their control over their writing (Mendonca and Johnson, 1994). As implied by student responses, students feel less intimidated by peer feedback and can have more autonomy in deciding which peer comment to incorporate into their text, whereas they usually feel compelled to implement teacher comments and more prone to give over to the teacher authority which is an idea previously observed by Hyland (2000).

Secondly, for students, the implementation of such a model of feedback could be used to create an atmosphere in the writing classroom where ideas are shared and thus may reduce the stress of not having anything to say, especially at the initial stages of a writing task. The results of the study suggest that, if implemented in a systematic way, peer feedback could also be used to reduce students' dependence on the teacher and help them become more independent, self-sufficient learners.

Additionally, as indicated by the findings, a complementary peer-teacher feedback model helps students' writing improve as much as teacher feedback does if implemented in a systematic way. Finally, including peer feedback as a regular component of a writing class decreases the burden of the writing teacher by delegating some of the responsibility of providing feedback to students.

The success of the complementary feedback model requires certain conditions, for example, students must be at least at an upper intermediate or advanced level of English proficiency, they must possess a certain level of maturity to carry responsibility for one's own learning and some experience with English writing classes. For example, the students who participated in this study were at an upper intermediate to advanced level of proficiency and they were given systematic writing instruction for one semester before the study started. Being familiar with the conventions of English writing helps students provide feedback to their peers. For this reason, the study was started after students had enough experience with writing in a second language through systematic L2 writing instruction during a course one semester prior to the study. Writing teachers who would like to utilize this model of feedback should take into account these criteria.

Another indispensible condition for success is systematic peer feedback training, a condition also pointed out in the literature (Mc Groarty & Zhu, 1997), without which it would be very difficult to reach satisfying results. Peer feedback training should be provided at the beginning of the writing class and could be

repeated at least twice to guide students in the process. The teacher should also monitor the students and check that the peer feedback activities are running smoothly.

For the implementation of the complementary model, in the present study, a specially designed checklist was prepared for each writing task and feedback was provided twice for each essay. Although the task of preparing checklists could seem daunting to some writing teachers, this is a requirement for success as each writing task requires specific feedback. In order to ease the teachers' workload, these materials could be made a part of the textbook or posted online to provide easy access for students. Alternatively, if there is opportunity for it, feedback activities can be carried out with the help of a computer to ease the task of copying and saving essay drafts as well as reducing paper consumption.

5.4 Limitations of the Study

Despite its strengths, the study had some limitations concerning time constraints, the instruments used and the participants. One of the limitations was time constraints. If the time frame for implementation could have been longer, different results might have been obtained. Additionally, the peer feedback training could have been repeated a couple of times with more time.

In this research, the researcher took an active role in all stages of the study from teaching the class and scoring papers to organizing peer feedback training and providing feedback, which could have created a threat to internal validity. Utmost care and attention were paid to issues of reliability during the study as well as during data analysis and the reliability of scoring and coding was tested and ensured statistically. Despite all these measures, it would be more ideal in terms of internal validity to have independent writing teachers to provide peer feedback training and teach the writing classes and provide feedback to the students.

5.5 Suggestions for Further Research

Another alternative design for this study could be trying other variations of the feedback model. In the present study, form feedback was provided by the teacher

and content and organization feedback were provided by peers. In an alternative design, form feedback could be provided by peers and content feedback could be provided by the teacher. These variations could be used to compare the effectiveness of changing the agent of feedback for various components of writing.

Since it was not in the scope of this study to analyze the actual student feedback provided, this could also be a matter of further research. The comments that the peer reviewers gave and their correspondence with the resulting revisions could have been analyzed in detail and compared to the teacher comments. The quality of student feedback given could also be analyzed in comparison to the teacher feedback. The results of such an analysis could provide important insight about the characteristics of peer feedback and guide researchers about how to make peer feedback more fruitful.

The study could also be designed in a way which allows for a comparison of the effects of a complementary peer-teacher feedback model for students at various levels of English proficiency, for example, advanced level students could be compared to intermediate level students.

It is well acknowledged today that corpus studies allow for more written material to be analyzed in a shorter time. Rather than making revision analysis by hand, it could be more reliable to have this done by a specially designed computer program on a corpus compiled of student papers.

The approach to revision in this study was one that defined revision as the changes which could be detected on the written product. However, alternative approaches to revision also take into account the mental processes involved in revision (Fitzgerald, 1987). In the scope of a future study, the student writers could be asked to explain how they decided to make certain changes in their papers since revision actually starts in the mind of the writers before it finds its way into the text.

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APPENDIX A

LIST OF CORRECTION SYMBOLS USED TO MARK SURFACE LEVEL ERRORS

Meaning	Incorrect	Correct
p. punctuation	I live, and go to school here. Where do you work.	I live and go to school here. Where do you work?
⬭ word missing	I working in a restaurant.	I am working in a restaurant.
Cap. capitalization	It is located at main and baker streets in the City.	It is located at Main and Baker Streets in the city.
v.t. verb tense	I never work as a cashier until I get a job there.	I had never worked as a cashier until I got a job there.
agr. subject–verb agreement	The manager work hard. There is five employees.	The manager works hard. There are five employees.
⌣ make one word or sentence	Every one works hard. We work together. So we have become friends.	Everyone works hard. We work together, so we have become friends.
sp. spelling	The maneger is a woman.	The manager is a woman.
pl. plural	She treats her employees like slave.	She treats her employees like slaves.
✗ unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
w.f. wrong word form	Her voice is irritated.	Her voice is irritating.
w.w. wrong word	The food is delicious. Besides, the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.

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	Meaning	Incorrect	Correct
ref.	pronoun reference error	The restaurant's specialty is fish. *ref.* They are always fresh. *ref.* The food is delicious. Therefore, <u>it</u> is always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.
∽	wrong word order	Friday always is our busiest night.	Friday is always our busiest night.
RO	run-on	*RO* Lily was fired she is upset. OR *CS* Lily was fired, she is upset.	Lily was fired, so she is upset. Lily was fired; therefore, she is upset. Because Lily was fired, she is upset. Lily is upset because she was fired.
CS	comma splice (incorrectly joined independent clauses)		
FRAG	fragment (incomplete sentence)	She was fired. Because she was always late.	She was fired because she was always late.
T	add a transition	She was also careless. *T* She frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
S.	subject	*S.* Is open from 6:00 P.M. until the last customer leaves.	The restaurant is open from 6:00 P.M. until the last customer leaves.
V.	verb	*V.* The employees on time and work hard.	The employees are on time and work hard.
prep.	preposition	*prep.* We start serving dinner 6:00 P.M.	We start serving dinner at 6:00 P.M.
conj.	conjunction	*conj.* The garlic shrimp, fried clams, broiled lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art.	article	*art.* Diners expect glass of water when *art.* they first sit down at table.	Diners expect a glass of water when they first sit down at the table.
¶	Symbol for a paragraph		

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APPENDIX B

STUDENT QUESTIONNAIRE

The following questionnaire has been prepared to find out your background in L2 writing.
Age:………….
Male……….. Female…………..

1. Have you taken any English writing classes before?
   yes ……………
   no ……………

2. If yes how many hours a week and what kind of writing activities did they include?
   _____

   _____

   _____

3. If no, have you done any English writing activities before? Specify what kind of activities they were.
   _____

   _____

   _____

For the following questions choose the option that applies to you:

	Not useful	Somewhat useful	No idea	useful	Very useful
4. How useful is it to have a classmate read and respond to your writing?					
5. How useful is it to have your teacher read and respond to your writing?					
6. How useful is it to read and respond to your own writing?					

Explain your choice for questions 4, 5 and 6.

4. _____

   _____

5. _____

   _____

6. _____

   _____

APPENDIX C

TEACHER INTERVIEW ON WRITING CLASSES AND USE OF FEEDBACK

Question 1: What is the context of your writing course?

Question 2: What is the objective of your writing course?

Question 3: What is your overall impression about your students' writing ability?

Question 4: Do you think your students' writing abilities need to be improved and in what specific areas of writing do you detect the most important problems?

Question 5: According to you, what needs to be done in order to solve your students' writing problems?

Question 6: Do you follow a multiple draft procedure in your writing classes? How many drafts do your students produce for each essay?

Question 7: Do you employ teacher feedback in your writing classes? How often?

Question 8: Do you think your students benefit from the teacher feedback? In what ways?

Question 9: In order to make teacher feedback more effective, what can be done?

Question 10: Do you employ peer feedback in your writing classes? How often?

Question 11: Do you think your students benefit from the peer feedback? In what ways?

Question 12: In order to make peer feedback more effective, what needs to be done*

APPENDIX D

PEER EDITING CHECKLISTS USED IN THE STUDY

PEER EDITING CHECKLIST FOR INFORMAL LETTER			
WRITER'S NAME: ………………………….. READER'S NAME: ………………………….. Draft No: ……………………………………	PEER COMMENTS:		
Note to Writers: When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	**Note to peer editors:** Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there?	To the Writer's attention! Have you done any changes based on this comment?	
1. INTRODUCTION		Yes	No
a) What is the purpose of the letter? Does the introduction make it clear? If not, why and how can it be improved?			
b) What qualities of a friendly letter are used while writing? What qualities have been left out? What has to be added for the letter to be complete?			
c) Is the introduction separated from the rest of the letter?			
2. BODY			
a) What features of the place are described to the receiver? What features have been left out and should have been mentioned?			
c) Which descriptive vocabulary items are used? How could these be improved?			
d) Is the body separated from the rest of the letter? If not mark on the letter where the body should start. Is the body organized in itself into paragraphs?			
e) What part of the letter did you find most interesting?			
f) What part of the letter did you find least interesting? If you were the writer, how would you improve this?			
3. CONCLUSION			
a) How does the writer end the letter? How effective is the closing of the letter?			
b) Is the conclusion separated from the rest of the letter? If not, mark on the letter where the conclusion should start?			

Write any suggestions that you have which would help to improve the content of this letter and make it more informative in terms of place description.			

PEER EDITING CHECKLIST FOR NARRATIVE ESSAY			
WRITER'S NAME: ………………………….. READER'S NAME: ………………………….. Draft No: ……………………………………	PEER COMMENTS:		
Note to Writers: When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	**Note to peer editors:** Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there?	To the Writer's attention! Have you done any changes based on this comment?	
1. INTRODUCTION		Yes	No
a) What does the beginning tell you about the story which will follow? Does it make you interested in the story? Why? Why not?			
b) What point is the story going to make? Can you understand from the introduction? If you cannot, suggest how the writer can make it clearer.			
2. BODY			
a) How are the paragraphs in the body contributing to the writer's point? If you feel they do not contribute to the writer's point, how could they be improved?			
b) How informative is each paragraph so that the reader can understand what he/she is saying? What can be added to make them more informative?			
c) Which chronological order vocabulary items are used to help one idea to flow smoothly into the text? How effective do you think they are? Suggest vocabulary items that could be used to make the text flow better.			
d) What kinds of examples or experiences are given to contribute to the point of the story? How effective do you think they are? Which examples could be added?			
e) What part of the story do you find most interesting? Why?			
f) What part of the story did you find least interesting? If you were the writer, how would you rewrite this?			
3. CONCLUSION			
a) How does the writer end the story? How effective is the closing of the story? How can it be made more interesting?			
b) What is the moral point, message of the story? If you cannot find one, what would you suggest your friend should write?			
c) Write any suggestions that you have which would improve the content of this composition and make it better?			

		Yes	No
PEER EDITING CHECKLIST FOR DESCRIPTION OF A PLACE			
WRITER'S NAME: ………………………….. READER'S NAME: ………………………….. Draft No: ………………………………………	PEER COMMENTS:		
Note to Writers: When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	**Note to peer editors:** Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there ?	To the Writer's attention! Have you done any changes based on this comment?	
1. INTRODUCTION		Yes	No
a) How effective is the introduction? What is missing? How could it be improved?			
b) Is the introduction separated from the rest of the essay? If not where should the introduction end?			
2. BODY			
a) Is the body separated from the introduction of the essay? If not, mark on the essay where the body should start?			
b) Is the body organized in itself into paragraphs? Does the writer use transitional phrases at the beginning of paragraphs? If not suggest which transitional phrases can be used.			
3. CONCLUSION			
a) How effective is the conclusion of the description? What is missing? How can it be improved?			
b) Is the conclusion separated from the rest of the essay? If not, mark on the essay where the conclusion should start?			
4. GENERAL COMMENTS			
a) Does the description have a general focus? Is there a main point unifying the content? If not what would you suggest as a main point?			
b) Are the words carefully chosen for accuracy and specificity? How could these be improved?			
c) How informative is the description? What has to be added to make it more informative? Suggest.			
Provide any general suggestions or comments that you have about the description.			

PEER EDITING CHECKLIST FOR DESCRIPTION OF A PERSON			
WRITER'S NAME: ………………………….. READER'S NAME: ………………………….. Draft No: ……………………………………	PEER COMMENTS:		
Note to Writers: When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	**Note to peer editors:** Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there ?	To the Writer's attention! Have you done any changes based on this comment?	
1. INTRODUCTION		Yes	No
a) How effective is the introduction? What is missing? How could it be improved?			
b) Is the introduction separated from the rest of the essay? If not where should the introduction end?			
2. BODY			
a) Is the body separated from the introduction of the essay? If not, mark on the essay where the body should start?			
b) Is the body organized in itself into paragraphs? Does the writer use transitional phrases at the beginning of paragraphs? If not suggest which transitional phrases can be used.			
3. CONCLUSION			
a) How effective is the conclusion of the description? What is missing? How can it be improved?			
b) Is the conclusion separated from the rest of the essay? If not, mark on the essay where the conclusion should start?			
4. GENERAL COMMENTS			
a) Does the description have a general focus? Is there a main point unifying the content? If not what would you suggest as a main point?			
b) Are the words carefully chosen for accuracy and specificity? How could these be improved?			
c) How informative is the description? What has to be added to make it more informative? Suggest.			
Provide any general suggestions or comments that you have about the description.			

PEER EDITING CHECKLIST FOR MOVIE REVIEW			
WRITER'S NAME: ……………………….. READER'S NAME: ………………………….. Draft No: ……………………………………	PEER COMMENTS:		
Note to Writers: When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	**Note to peer editors:** Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there ?	To the Writer's attention! Have you done any changes based on this comment?	
1. INTRODUCTION		Yes	No
a) How effectively does the writer introduce the movie he is reviewing ? (its title, director, leading roles setting etc…?)Is anything missing? If so, please specify what?			
b) Is the introduction separated from the rest of the review? If not, where should the introduction end. Please indicate.			
2. BODY			
a) Is the body separated from the introduction of the review? If not, mark on the review where the body should start?			
b) Is the body organized in itself into at least two or three paragraphs? Does the writer use transitional phrases at the beginning of paragraphs? If not, suggest which transitional phrases can be used?			
c) Is the plot of the movie adequately summarized without missing important details ? If not, what is missing? Please indicate.			
d) Does the writer adequately discuss the technical merits of the movie such as the setting, the acting, the effects used, costumes etc…? If not, what is missing? Please indicate			
3. CONCLUSION			
a) Does the conclusion include an overall evaluation of the movie and recommendation? Is there anything that the writer should add? Please indicate.			
b) Is the conclusion separated from the rest of the essay? If not, mark on the essay where the conclusion should start?			

PEER EDITING CHECKLIST FOR PROBLEM/SOLUTION ESSAY			
WRITER'S NAME: ……………………….. READER'S NAME: ………………………. Draft No: ……………………………………	PEER COMMENTS:		
Note to Writers: When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	**Note to peer editors:** Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there ?	To the Writer's attention! Have you done any changes based on this comment?	
1. INTRODUCTION		Yes	No
a) Which problem does the essay discuss? Underline it. How effective is the introduction in addressing the main problem discussed in the essay? Is anything missing? If so, please specify what?			
b) Is the introduction separated from the rest of the essay? If not, where should the introduction end. Please indicate.			
c) Circle the thesis statement? Which solutions are offered for the problem in the thesis? If no thesis is written, what can the thesis for this essay be?			
2. BODY			
a) Is the body separated from the introduction of the essay? If not, mark on the essay where the body should start?			
b) How many paragraphs are there in the body? Does the writer use transitional phrases at the beginning of paragraphs? If not, suggest which transitional phrases can be used?			
c) What solutions are discussed in each paragraph? Underline the topic sentences of each paragraph? If not topic sentence is written, suggest topic sentences for body paragraphs.			
d) How does the writer explain and exemplify each solution? Circle the explanations. If no explanation is made, make a suggestion.			
3. CONCLUSION			
a) How effective is the conclusion of the essay in summarizing the main points made in the essay and giving the reader the idea that the essay is ending? Is anything missing? If so, please write one or two ideas for improvement?			
b) Is the conclusion separated from the rest of the essay? If not, mark on the essay where the conclusion should start?			
4. GENERAL COMMENTS			
a) Are some ideas repeated again and again which show shortage of original ideas? If yes, write which ideas? If you were the writer what ideas would you use instead of these? Suggest at least one idea?			
b) Are there any ideas not related to the topic which destroy unity? If yes, write which ideas?			

c) How effective would the solutions be in solving the problem? If not effective , suggest alternative solutions.			
d)Are there any ideas that are not clear to the reader? Can you improve them? How? Please write suggestions or rewrite them.			

PEER EDITING CHECKLIST FOR ARGUMENTATIVE ESSAY			
WRITER'S NAME: ………………………….. READER'S NAME: ………………………….. Draft No: ……………………………………	PEER COMMENTS:		
Note to Writers: When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	**Note to peer editors:** Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there ?	To the Writer's attention! Have you done any changes based on this comment?	
1. INTRODUCTION		Yes	No
a) Which idea does the essay support? Underline it. How effective is the introduction in addressing the main idea discussed in the essay? Is anything missing? If so, please specify what?			
c) Circle the thesis statement? Which arguments are made for the main idea? If no thesis is written, what can the thesis for this essay be?			
2. BODY			
a) Is the body separated from the introduction of the essay? If not, mark on the essay where the body should start?			
b) How many paragraphs are there in the body? Does the writer use transitional phrases at the beginning of paragraphs? If not, suggest which transitional phrases can be used?			
c) What arguments are made in each paragraph? Underline the topic sentences of each paragraph? If no topic sentence is written, suggest topic sentences for body paragraphs.			
d) How does the writer explain and exemplify each argument? Circle the explanations. If no explanation is made, make a suggestion.			
3. CONCLUSION			
a) How effective is the conclusion of the essay in summarizing the main points made in the essay and giving the reader the idea that the essay is ending? Is anything missing? If so, please write one or two ideas for improvement?			
a) Is the conclusion separated from the rest of the essay? If not, mark on the essay where the conclusion should start?			
4. GENERAL COMMENTS			

a) Are some ideas repeated again and again which show shortage of original ideas? If yes, write which ideas? If you were the writer what ideas would you use instead of these? Suggest at least one idea?			
b) Are there any ideas not related to the topic which destroy unity? If yes, write which ideas?			
c) How effective are the arguments made in supporting the main idea? If not effective, suggest alternative arguments.			
d) Are there any ideas that are not clear to the reader? Can you improve them? How? Please write suggestions or rewrite them.			

APPENDIX E

STUDENT REFLECTION QUESTIONS FOR EXPERIMENTAL GROUP

Class   :

Please answer the following questions about the peer feedback that you receive in
your writing classes.

1. Did you benefit from the peer feedback sessions? If yes, in what way?

2. What was the most valuable part of the peer feedback sessions?

3. What was the least valuable part of the peer feedback sessions?

4. What can be done to make peer feedback more effective?

5. Do you need you need more training before you participate in peer feedback
    sessions?

6. What was most difficult for you when writing your essays?

7. What was easiest for you when writing your essays?

APPENDIX F

STUDENT REFLECTION QUESTIONS FOR CONTROL GROUP

Class   :

Please answer the following questions about the teacher feedback that you receive in your writing classes.

1. Did you benefit from the teacher feedback? If yes, in what way?

2. What was the most valuable part of the teacher feedback?

3. What was the least valuable part of the teacher feedback?

4. What can be done to make teacher feedback more effective?

5. What was most difficult for you when writing your essays?

6. What was easiest for you when writing your essays?

APPENDIX G

PRELIMINARY CHECKLIST BEFORE PILOTING

PEER EDITING CHECKLIST FOR CONTENT AND ORGANIZATION	
Note for peer editors: Focus only on content and organization. Do not comment on grammar and language use.	
ESSAY ORGANIZATION AND CONTENT	PEER EDITOR'S COMMENTS AND SUGESTIONS
1. Introduction:	
a) Is there an introductory paragraph?	
b) Does the introductory paragraph have general sentences which provide background to the topic? If not how can it be improved?	
c) Does the introductory paragraph interest you?	
d) Does the introductory paragraph contain a clear thesis statement?	
e) Can you get a clear idea about what this essay is going to be about by reading the thesis statement?	
2. Body	
a) Do the body paragraphs support and develop the thesis adequately? If not, what is missing? Give your suggestion.	
3. Conclusion:	
a) Is there a concluding sentence that is either a paraphrase of the thesis or a summary of the main points?	
b) Is there a final comment?	
PARAGRAPH ORGANIZATION AND CONTENT	
4. Topic Sentence:	
a) Does each paragraph have a topic sentence?	
b) Does each topic sentence have a controlling idea that can be developed?	
5. Supporting sentences:	
a) Does your partner give three supporting ideas to support his or her opinion?	
b) Do the supporting sentences flow smoothly?	
c) Are there sufficient concrete details to support each point?	
d) Are transition signals used effectively both within and between paragraphs?	

e) Are paragraph boundaries appropriate?	
f) Does each paragraph have unity?	
6. Concluding sentences:	
a) Are concluding sentences used?	

APPENDIX H

SAMPLE STUDENT ESSAYS CODED FOR REVISIONS

Control Group Student # 80886

2nd Draft

MY GRANDMOTHER'S HOUSE

During all my life, because of my school or such reasons, I have lived in different houses. Perhaps because of these numerous houses, I have never feel myself belong to a certain place, all the same, my grandmother's house where I lived while I was studying at primary and secondary school, has always had a different place in my mind because of its historical value for my family, being the main scene of my childhood memories, its location in the trees and being the house where my grandmother lives as well as being the only meeting place for our special occasions.

My grandparents were living in Fatsa, Ordu and then they had to move to another place to get by. After their marriage, they came to the village where we live now and after building two or three fragile cottages, eventually, they built a more inhabitable house they brought up three sons and my grandmother has been living in since then.

During the period I lived with my grandmother, I was woken up by the joyful songs of the birds in springs which made me fill with the joy of life. No matter how early it was, tea for breakfast always prepared and my grandmother never let me leave without having breakfast. After those years, I have never had the habit of having my breakfast before school. Climbing fruit trees, feeding animals and running through the wooden hall were all my childhood activities I had while I was living with her in that house.

My grandmother's house is in a village between Ünye and Terme. As it had to be built in a short time, it's simple and it doesn't have more than an ordinary village house. Despite its about–to–collapse appearence, it has enough endurance to live during my grandmother's lifetime.

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04/03/07

My Lovely House

Living in a small house,which has a yard in the front and a garden of four acres at the back…A house surrounded with apricot gardens…No noise,no air pollution, no stres…A quiet,relaxing environment away from the city…It gives me peace to live in such a lovely house.

I'm living a house with two room.The salon is our mutual room in which we sit together with all family members. The walls are in green and there aren't so much furniture in the salon. There are flowers in front of the windows that gives fresh air to the room. There is a room at the back which only belongs to me.There is very relaxing for me. The walls are in blue and there are some scenery pictures on the walls. I watch the enchanting view of Karakaya Dam Lake from my window. I have my own free life in this room. I read books,listen to music loudly and there is no one that says me 'turn the volume down'. I can do what I want freely in my room.

I wake up early in the morning and take a walk around our garden,after I pant the fresh air of the apricot trees I feel very active.I listen to the sounds of birds and take a positive energy.After this short walking I have a good breakfast in our yard with all family members.The daily eggs of our chickens are indispensable part of my breakfast.I can't do without it.

After breakfast I go to the garden and do some garden tasks.For example,digging,watering the vegetable garden,mowing dangerous grass etc. These cause a little physical tiredness but when I drink tea in the afternoon around the pondlet in the yard I forget all of my tiredness.I feel very happy and energetic as I give all of my electric to the soil.I'm sitting in front of the TV and watching films and programmes which I want while eating popcorn in the evenings.

I'm very happy and lucky to live in such a nice environment. There isn't air pollution,crowd or any disturbing sound as in the city.It relieves me since it is silent and far away from the hasty and stressful life of the city. I'm lying on the sofa out in the yard and staring at the stars in the muteness of the night with the sound of owls and fountain of the pondlets' tap. This gives me such a positive energy and peace that one even can't imagine!

TRABZON 2007
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FIRST AND FINAL DRAFTS OF SAMPLE STUDENT ESSAYS

Control Group Student # 1 first draft of movie review

death, he can't find any food. While he is searching for food, he finds a can. He immediately tries to open it but he is actually being watched by a uniformed German at this moment. Szpilman thinks that this is his end. The soldier asks him a few questions and learns he is a pianist and wants him to play. Spilman gives such a fascinating performance that the German soldier can't help crying. In contrast what Szpilman though, this soldier is the rescuer of him. because he brings him food regularly even the soldier gives his own coat to Szpilman.

Finally, the war ends up with the defeat of Nazis. The final scene of the film is closed with the great performance of Szpilman. By listening this performance, you can understand him better because he merely doesn't play the piano but, instead, he has a heart to heart talk with it.

Control Group Student #1 final draft of movie review

❈ PIANIST ❈

The pianist which has had a great reputation and success all around the world is such an effective film that you may not forget its scenes easily. The film was directed by Roman Polanski. By the way, it was awarded three Oscars and two Baftas, so all these awards prove how successful and fascinating it was.

In the film, Wladyslaw Szpilman is the main character. He is a famous Polish Jewish pianist working for Warsaw radio. The film stars with the explosions of German troops. At first, Szpilman and his family have a little hope that these things will finish soon, but day by day, living conditions for the Jewish people worsen. All their rights are taken from them; they are forced to put on an armband imprinted with the Star of David, it's forbidden them to enter restaurants or other public areas, they even may not walk in the park. Let alone these prohibitions, all Jewish people are forced to live in the Ghetto. They face hunger, persecution, humiliation in there.

The more time passes, the harder conditions Jewish people face. Nazis start to collect all Jewish and send them to the death camps, in other words, their aim is to do a genocide to eradicate all Jewish on earth.

In these hard days, Szpilman doesn't give up and struggles to survive even if he knows all his family died. He manages to survive thanks to some help of his old friends and hides in a departed house for a while, but one day, he also has to leave there as a result of explosions. At last, he returns to the Ghetto and starts to stay there in a house-full of debris. He is in such a bad condition that he is even face to face death, he can't find any food. While he is searching for food, he finds a can. He immediately tries to open it but he is actually being watched by a uniformed German at this moment. Szpilman thinks that this is his end. The soldier asks him a few questions and learns he is a pianist and wants him to play. Szpilman gives such a fascinating performance that the German soldier can't help crying. In contrast what Szpilman thought, this soldier is the rescuer of him because he brings him food regularly even the soldier gives his own coat to Szpilman. *Finally, the war ends up with the defeat of the Nazis.*

I strongly advise you to watch this wonderful job. Be sure that it's worth watching because all scenes of the film are so close to the reality. In addition to this, the final scene is closed with the great performance of Szpilman. By listening to this performance, you can understand him better because he merely doesn't play the piano but, instead he has a heart to heart talk with it.

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Control Group Student #2 first draft of place description

HARMONY OF CONTRASTS

Our home is too big for my family; however, I have to share my bedroom with my elder sister. To me, our bedroom is the most interesting one because it is the place combining the contrasts. If you are coming to my room for the first time, you may shock. As soon as you got in, on the right side of the door you come across with a big strange picture .Do not surprise, it is my photograph, which is taken by my father when I was two years old. Adjacent to my bed, I have a wardrobe, which is always untidy.

On the other side of my sister's bed, she has her table and bookcase, which is mainly full. If you look at under her bed, you can see her all books, which she has read until this time thinks. In addition, the wall, which is on the right side, is full of photographs of my family and small shining stars. I am adding for every year, which stays behind.

None of my friends wants to believe that this room belongs to me, because, as I said before, there are many contrasts in this room. For example, unlike to my sister, I have a very pretty bed with full of colors. Her wardrobe is generally tidy and clean. In spite of having the same wardrobes, mine seems much nicer than hers (I think so☺). Moreover, near the bed was a table and adjacent to it a book case which is full of my books.

Furthermore, we have two carpets in our room. The one on the right side on which has Tasmania monster's picture belongs to me, hers is a rug with Anatolian motifs. Another issue is that we have two curtains for a window. Since we couldn't come to an agreement we use both of them. Her curtain is light blue and simple and mine is pink with flowers.

I do not think nobody has as an extraordinary room as ours. However, I am very happy because of sharing my room with her.

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Control Group Student #2 final draft of place description

HARMONY OF CONTRASTS

Our home is too big for my family; however, we have to share my bedroom with my elder sister. To me, our bedroom is the most interesting one because it is the place combining the contrasts. If you are coming to my room for the first time, you may get shocked. As soon as you get in, on the right side of the door you come across with a big strange picture . Do not be surprised, it is my photograph, which is taken by my father when I was two years old. Adjacent to my bed, I have a wardrobe, which is always untidy.

On the other side of my sister's bed, she has her table and bookcase, which is generally full. If you look under her bed, you can see all her books, which she has read until this time. In addition, the wall, which is on the right side, is full of photographs of my family and small shining stars. I am adding a star for every year, which passes.

None of my friends wants to believe that this room belongs to me, because, as I said before, there are many contrasts in this room. For example, unlike my sister, I have a very dainty bed, which has different colors on it. Even though her bed is generally tidy and clean, mine is always messy. In spite of having the same wardrobes, mine seems much nicer than hers (I think so☺). Moreover, near the bed was a table and adjacent to it a book case which is full of my books.

Furthermore, we have two carpets in our room. The one that has Tasmania's picture on belongs to me, whereas hers is a rug with Anatolian motifs. Another issue is that we have two curtains for a window. Since we cannot come to an agreement, we use both of them. Her curtain is light blue and simple and mine is pink with flowers.

I do not think anybody has an extraordinary room as ours. Our room seems strange to people because of its confusing appearance. So far, I have always wanted to have one thing, which is special to me. Although I have not got a bedroom that only belongs to me, "I like this room, because there is a life that is different from mine in this room." To tell the truth, to my knowledge, the most important thing, which makes it special and my favorite place is that I have to share it with my sister. Consequently, I want to say that I am very happy because of sharing my room with her.

my favourite sentence …

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Experimental Group Student #1 first draft of place description

Title

    Up to now, I have always enjoyed crowded places and I don't like being alone but when my room comes to my mind I forget about enjoyments and other places. I think in anybodys' life there is some special places in which that person feel peacefull and can have a deep rest.   *plu.*

    Yes, as you can guess I have such a place, too. My room, beautiful room... Since I have grown up in a crowded family I was sharing my room with my sister until she got married seven years ago. And since than it *belonged* to me. After that we decorated it as I wanted I *v.t.* mean we painted it *to* pink and white and we changed the furniture, they were all brown but *prep.* we changed them to with blue ones and the curtains and the carpet were changed, too. Since than I started to enjoy being alone with my feelings, problems, emotions in my room. After school I used to g /to my room and wouldn't get out of it unless it is very neccessary.

    In other words the other half of mine. And, moreover in my room the thing I liked most sitting on my soft pink bed and watching the tree which *was* opposite of the window. Behind *v.t.* our house there was a little park which *was* full of trees but I *mostly liked* the one which was like a aslyum to all darlings.   *are there two parkes ?*
w.w.

    First of all I was doing my homework on the blue table which was next to the cupboard and when I finished them I used to listen to slow music on the computer or talk to my friends on the phone.

    But unfortunately, the *more* the university exam came *nearer* the *less* I was spending *more here.* time there. Despite this, when I was only opened its door and saw my lovely belongings there I was *forgetting* about all my problems.
v.t.

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Experimental Group Student #1 final draft of place description

UNFORGETABLE PLACE

Up to now, I have always enjoyed crowded places and I don't like being alone but when my room comes to my mind I forget about enjoyments and other places. I think in anybody's life there are some special places in which that person feels peaceful and can have a deep rest. Yes,as you can guess I have such a place, too... *sentence moved*

My room, beautiful room...Since I have grown up in a crowded family I was sharing my room with my sister until she got married four years ago. And since than,it has been my own room.After that we have decorated it as I wanted. I mean we painted it with pink and white and we changed its furniture,they were all brown but we changed them with blue ones, moreover,the curtains and the carpet were changed,too.Since than I started to enjoy being alone with my feelings, problems and emotions in my room.After school I used to go to my room and I wouldn't get out of it unless it is very necessary.

First of all, I was doing my homework on the blue table which was next to the cupboard and when I finished them I used to listen to slow music on the computer or talk to my friends on the phone. In other words,my room was the other half of me. And moreover in my room,the thing I liked most was sitting on my soft,pink bed and watching the tree which was opposite of the window.Behind our house there was a small park which was full of trees but I mostly liked the one which was like a shelter to all darlings.It was so huge that you can't imagine how many branches it had and its leaves were always green.

But unfortunately,the more the university exam came nearer,the less I was spending time there.Because from 7 am to 9 pm I was at school and at the course.Despite this,when I only opened its door and saw my lovely belongings there,I used to forget about all my problems. Now I'm very far from it and I miss it as much as I miss my family.

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Experimental Group Student #2 first draft of movie review

THE PIANIST

The Pianist is a historical and tragic film directed by Roman Polanski. Adrian Broody, who won best actor award with the performance in this film, plays the leading role. Thomas Kretchman, from Germany , is the other actor who accompannies Adrian Broody. It was filmed in Warsow, Poland and released in 2002. Adrian Broody won the best actor award, Roman Polanski won the best director award and Ronald Harwood won the best adaptod screenplay award with this film. The film itself also won three Oscars, including best film award and two Bafta awards.

Wladyslaw Szpilman, is a pianist playing for Polish Radio in 1940's. While he is playing his piano, a sudden bomb attact is executed by Germans. The events that the pianist experienced begins with this bomb attact. Bomb attacts continue day after and day out and Nazis occupy Poland. After the occupation, the cruelty of Germans begins. The soldiers treat Polish people in a merciless way, they kill them simply because they are Jews. They force them to work in hard conditions in charge of a loaf of bread and some kilos of patatoes. They urge them to dance just for their pleasure. Besides these, they are not allowed to enter restaurants and public gardens. No soldier sympathize with the plight of Polish people and make them do everything they wish. Shortly, Jews try to lead a life under the shadow of guns and cruel soldiers. good.

Two years later, Jews are forced to leave their homes and they are carried by trains to be killed as a whole. And the pianist is seperated from his family while they are getting on trains. He is forced to work in build yard and beated by German soldiers many times for no reason. After working for a few months he manages to escape. He hides in tumbledown houses and spends his days by looking for food. Despite everything he has experienced, he tries to survive.

One day, while he is hiding in ruins, he is noticed by a German officer. At first he is afraid of him but after the officer asks him some questions he relieves. The German officer asks his name and profession. He answers his questions with a trembling voice. After he says that he is a pianist the officer wants him to play for him. The officer is affected by his performance. He lets him hide and brings food for him.

After a few weeks, Nazis are forced to withdrawn by Russians. Nazis have to leave their headquarters. Before leaving ,the German officer talks to Szpilman for the last time and says he wants to listen him again when it is possible. The officer gives his overcoat to him and leaves. They haven't seen each other since than.

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After strong conflicts, Nazis are forced to give in by Russians. They receed from Poland and the Pianist goes on his profession in Polish Radio.

As for my thoughts about the film, I found it impressive and gripping. Although I am not interested in historical movies, I watched this movie with wondering eyes.It also occurs some questions in my mind. " How can people behave so mercilessly towards each other. How can they take one's life so easily. When you watch it you will asks these questions to yourself. You will have to think about history and historical truths.It reflects historical truths in an objective and realistic way. I say objective because it doesn't show only cruel German soldiers but also good and merciful ones. The only thing that I don't like with this film is that the end of the film is not as exciting as the beginning of the film.

Make sure that you will not regret to see "the Pianist".

THE PIANIST

The Pianist is a historical and tragic film directed by Roman Polanski.Adrian Brody, who won best actor award with the performance in this film, plays the leading role. Thomas Kretchman, from Germany , is the other actor who accompanies Adrian Brody. It was filmed in Warsaw,Poland and released in 2002. Adrian Broody won the best actor award, Roman Polanski won the best director award and Ronald Harwood won the best adapted screenplay award with this film. The film itself also won three Oscars, including best film award and two Bafta awards.

Wladyslaw Szpilman, is a pianist playing for Polish Radio in 1940s. While he is playing his piano, a sudden bomb attack is executed by Germans. The events that the pianist experienced begins with this bomb attack. Bomb attacks continue day by day and Nazis occupy Poland. After the occupation, the cruelty of Germans begins.The soldiers treat Polish people in a merciless way, they kill them simply because they are Jews. They force them to work in hard conditions in charge of a loaf of bread and some kilos of patatoes. They urge them to dance just for their pleasure. Besides these, they are not allowed to enter restaurants and public places. No soldier feels sorry for the plight of Polish people and makes them do everything they wish. Shortly, Jews try to lead a life under the shadow of guns and cruel soldiers.

Two years later, Jews are forced to leave their homes and they are carried by trains to be killed as a whole. The pianist is separated from his family while they are getting on trains. He is forced to work in the building yard and beated by German soldiers many times for no reason. After working for a few months, he manages to escape. He hides in tumbledown houses and spends his days by looking for food. Despite everything he has experienced, he tries to survive.

One day, while he is hiding in ruins, he is noticed by a German officer. At first he is afraid of him but after the officer asks him some questions, he feels relieved. The German officer asks his name and profession. He answers his questions with a trembling voice. After he says that he is a pianist, the officer wants him to play for him. The officer is affected by his performance. He lets him hide and brings food for him.

After a few weeks, Nazis are forced to withdraw by Russians. Nazis have to leave their headquarters. Before leaving ,the German officer talks to Szpilman for the last time and says he wants to listen to him again when it is possible. The officer gives his overcoat to him and leaves. They don't see each other later.

After strong conflicts, Nazis are forced to give in by Russians. They receed from Poland and the Pianist goes on his profession in Polish Radio.

As for my thoughts about the film, I found it impressive and gripping. Although I am not interested in historical movies, I watched this movie with wondering eyes.It also leads some questions in my mind. " How can people behave so mercilessly towards each other. How can they take one's life so easily. When you watch it you will asks these questions to yourself. You will have to think about history and historical truths.It reflects historical truths in an objective and realistic way. I say objective because it doesn't show only cruel German soldiers but also good and merciful ones. The only thing that I don't like with this film is that the end of the film is not as exciting as the beginning of the film.

Make sure that you will not regret seeing "the Pianist".

APPENDIX J

GRADING RUBRICS USED TO SCORE ESSAYS WRITTEN DURING THE STUDY

SCORING RUBRIC		INFORMAL LETTER					
Writing Skill	Score	Writing Skill description					
Opening and Closing	5	The letter has appropriate opening and closing phrases.					
Organization	15-20	All parts of the letter are present. The letter has an effective introduction, one or more well written body paragraphs and an effective conclusion appropriately separated from the rest.					
	10-14	All parts of the letter are present but not very well developed.					
	5-9	At least one part of the letter is missing.					
	0-4	Very weak structure. Parts of the letter are not divided properly or they are too short to explain an idea completely.					
Content	15-20	The focus of the letter, giving information about a place and inviting the receiver is complete. The letter gives enough useful information to the receiver.					
	10-14	The letter deals with the topic given but a few unrelated ideas are presented. Misses to give some information about the place.					
	5-9	The letter is partly related to the given topic. Mildly interesting to read. Does not give enough useful information to the receiver.					
	0-4	The letter is either unrelated to the given topic or the content is so weak that it does not raise interest in the reader. No useful information provided.					
Style:	5	Decide according to the number of spelling mistakes.					
Spelling	5	Decide according to the number of punctuation mistakes.					
Punctuation Neatness	5	How well is the letter organized on paper? Are sender's and receiver's address included and written in the correct place?					
Grammar	21-25	Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses. Effective control of articles and pronouns.					
	16-20	Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.					
	11-15	Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.					
	6-10	Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.					
	0-5	The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.					
Vocabulary	11-15	Variety and accuracy in word choice, correct word formation.					
	6-10	Reasonable use of vocabulary, some control of word formation.					
	0-5	Noticeably simple, limited and misused vocabulary with many problems in word formation.					
Total Score	100						

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NARRATIVE ESSAY

Writing Skill	Score	Writing skill definition	Writer #				
Title – 5	5	The essay has a relevant and interesting title.					
Organization - 20	15-29	All parts of the essay are present. There is a well structured introduction, body and conclusion. Parts of the essay work together to make the story interesting. The story has a central idea around which events develop.					
	10-14	All parts of the essay are present but not very well developed. There is a central idea but the story does not flow very smoothly.					
	5-9	The story is not accurately developed. The story lacks a central point.					
	0-4	Very weak structure. The story gets confusing.					
Content -20	15-20	The story is completely related to the given topic: "An important experience that has changed you in some way." Has enough depth to interest the reader. Tells a complete story and has a clear message or moral.					
	10-14	The story is still interesting to read but contains a few unrelated ideas. The message or moral of the story may not be very clear.					
	5-9	Mildly interesting to read but sounds like the story is not complete. A moral or message is not given for the story.					
	0-4	The content is so weak that it does not raise interest in the reader.					
Style – 15	5	Decide according to the number of spelling mistakes.					
Spelling	5	Decide according to the number of punctuation mistakes.					
Punctuation Neatness	5	How well is the essay organized on paper? How well does it follow the format required?					
Grammar – 25	21-25	Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses. Effective control of articles and pronouns.					
	16-20	Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.					
	11-15	Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.					
	6-10	Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.					
	0-5	The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.					
Vocabulary - 15	11-15	Variety and accuracy in word choice, correct word formation.					
	6-10	Reasonable use of vocabulary, some control of word formation.					
	0-5	Noticeably simple, limited and misused vocabulary with many problems in word formation.					

DESCRIPTION OF A PLACE

Writing Skill	Score	Writing skill definition	Writer #					
Title	5	The essay has a relevant an interesting title.						
Organization	15-29	All parts of the essay are present. There is a well structured introduction, body and conclusion. All paragraphs have topic sentences and supporting sentences. Parts of the essay work together to make the message clear.						
	10-14	All parts of the essay are present but not very well developed. E.g. at least one topic sentence has more than one controlling idea. And at least one supporting sentence is indirectly related to the topic sentence.						
	5-9	At least one part of the essay is missing. Ideas are not accurately developed. Topic sentences lack controlling ideas. Supporting sentences are missing or completely unrelated with the topic sentence.						
	0-4	Very weak structure. Paragraphs are not divided properly or they are too short to explain an idea completely.						
Content	15-20	The essay is completely related to the given topic. Has enough depth to interest the reader. Describes the place in every detail.						
	10-14	The essay deals with the topic given but a few unrelated ideas are presented. Some information about the place described may be missing.						
	5-9	The essay is partly related to the given topic. Mildly interesting to read. The place is not adequately described.						
	0-4	The essay is either unrelated to the given topic or the content is so weak that it does not raise interest in the reader.						
Style	5	Decide according to the number of spelling mistakes.						
Spelling	5	Decide according to the number of punctuation mistakes.						
Punctuation	5	How well is the essay organized on paper? How well does it follow the format required?						
Neatness								
Grammar	21-25	Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses. Effective control of articles and pronouns.						
	16-20	Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.						
	11-15	Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.						
	6-10	Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.						
	0-5	The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.						
Vocabulary	11-15	Variety and accuracy in word choice, correct word formation.						
	6-10	Reasonable use of vocabulary, some control of word formation.						
	0-5	Noticeably simple, limited and misused vocabulary with many problems in word formation.						
Total Score	100							

SCORING RUBRIC

DESCRIPTION OF A PERSON

Writing Skill	Score	Writing Skill description
Title	5	The essay has a relevant an interesting title.
Organization	15-20	All parts of the essay are present. There is a well structured introduction, body and conclusion. All paragraphs have topic sentences and supporting sentences. Parts of the essay work together to make the message clear.
	10-14	All parts of the essay are present but not very well developed. E.g. at least one topic sentence has more than one controlling idea. And at least one supporting sentence is indirectly related to the topic sentence.
	5-9	At least one part of the essay is missing. Ideas are not accurately developed. Topic sentences lack controlling ideas. Supporting sentences are missing or completely unrelated with the topic sentence.
	0-4	Very weak structure. Paragraphs are not divided properly or they are too short to explain an idea completely;
Content	15-20	The essay is completely related to the given topic. Has enough depth to interest the reader. Describes the person in both appearance and personality completely;
	10-14	The essay deals with the topic given but a few unrelated ideas are presented. Misses to give some details about the person described.
	5-9	The essay is partly related to the given topic. Mildly interesting to read. Does not describe the person adequately; very general description.
	0-4	The essay is either unrelated to the given topic or the content is so weak that it does not raise interest in the reader. Very weak description.
Style:	5	Decide according to the number of spelling mistakes.
Spelling	5	Decide according to the number of punctuation mistakes.
Punctuation	5	How well is the essay organized on paper ? How well does it follow the format required?
Neatness		
Grammar	21-25	Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses. Effective control of articles and pronouns.
	16-20	Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.
	11-15	Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.
	6-10	Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.
	0-5	The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.
Vocabulary	11-15	Variety and accuracy in word choice, correct word formation.
	6-10	Reasonable use of vocabulary; some control of word formation.
	0-5	Noticeably simple, limited and misused vocabulary with many problems in word formation.
Total Score	100	

Writing Skill	Score	MOVIE REVIEW Writing skill definition	Writer #					
Title - 5	5	The essay has a relevant an interesting title.						
Organization 20	15-29	All parts of the essay are present. There is a well structured introduction, body and conclusion. The introduction paragraph introduces the movie. The body gives a short synopsis and discusses the technical merits of the movie. The conclusion provides an overall evaluation.						
	10-14	All parts of the essay are present but not very well developed.						
	5-9	At least one part of the essay is missing.						
	0-4	Very weak structure. Paragraphs are not divided properly or they are too short to explain an idea completely.						
Content – 20	15-20	The essay is completely related to the given topic. Has enough depth to interest the reader. Gives all information related to the movie from characters, technical features, story etc....						
	10-14	The essay gives information about the movie but some of the information may be missing.						
	5-9	The essay partly reviews the movie. Does not discuss the movie completely.						
	0-4	The essay fails to give good, detailed review of the movie. The content is so weak that it does not raise interest in the reader.						
Style	5	Decide according to the number of spelling mistakes.						
Spell.	5	Decide according to the number of punctuation mistakes.						
Punctuation	5	How well is the essay organized on paper ? How well does it follow the format required?						
Neatness								
Grammar 25	21-25	Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses.						
	16-20	Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.						
	11-15	Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.						
	6-10	Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.						
	0-5	The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.						
Vocabulary 15	11-15	Variety and accuracy in word choice, correct word formation.						
	6-10	Reasonable use of vocabulary, some control of word formation.						
	0-5	Noticeably simple, limited and misused vocabulary with many problems in word formation.						
Total Score								

SCORING RUBRIC		PROBLEM-SOLUTION ESSAY	Writer #					
Writing Skill	Score	Writing skill definition						
Title – 5	5	The essay has a relevant and interesting title.						
Organization – 20	15-29	All parts of the essay are present. There is a well structured introduction, body and conclusion. Parts of the essay work together to make the story interesting. The story has a central idea around which events develop.						
	10-14	All parts of the essay are present but not very well developed. There is a central idea but the story does not flow very smoothly.						
	5-9	The story is not accurately developed. The story lacks a central point.						
	0-4	Very weak structure. The story gets confusing.						
Content -20	15-20	The essay introduces the problem and adequately discusses its solutions.						
	10-14	The essay discusses the solution but a few irrelevant ideas are presented and the solutions provided could be better.						
	5-9	The essay fails to offer sound solutions to the problem under discussion. Some parts are confusing.						
	0-4	The content is so weak that it does not raise interest in the reader.						
Style – 15	5	Decide according to the number of spelling mistakes.						
Spelling	5	Decide according to the number of punctuation mistakes.						
Punctuation Neatness	5	How well is the essay organized on paper? How well does it follow the format required?						
Grammar – 25	21-25	Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses. Effective control of articles and pronouns.						
	16-20	Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.						
	11-15	Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.						
	6-10	Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.						
	0-5	The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.						
Vocabulary - 15	11-15	Variety and accuracy in word choice, correct word formation.						
	6-10	Reasonable use of vocabulary, some control of word formation.						
	0-5	Noticeably simple, limited and misused vocabulary with many problems in word formation.						
Total Score	100							

SCORING RUBRIC: ARGUMENTATIVE ESSAY

Writing Skill	Score	Writing skill definition	Writer #				
Title – 5	5	The essay has a relevant an interesting title.					
Organization - 20	15-20	All parts of the essay are present. There is a well structured introduction, body and conclusion. All paragraphs have topic sentences and supporting sentences. Parts of the essay work together to make the message clear.					
	10-14	All parts of the essay are present but not very well developed. E.g. at least one topic sentence has more than one controlling idea. And at least one supporting sentence is indirectly related to the topic sentence.					
	5-9	At least one part of the essay is missing. Ideas are not accurately developed. Topic sentences lack controlling ideas. Supporting sentences are missing or completely unrelated with the topic sentence.					
	0-4	Very weak structure. Paragraphs are not divided properly or they are too short to explain an idea completely.					
Content -20	15-20	The essay is completely related to the given topic. Has enough depth to interest the reader. Addresses all aspects of the given issue.					
	10-14	The essay deals with the topic given but a few unrelated ideas are presented.					
	5-9	The essay is partly related to the given topic. Mildly interesting to read. Does not address the issue completely.					
	0-4	The essay is either unrelated to the given topic or the content is so weak that it does not raise interest in the reader.					
Style -15	5	Decide according to the number of spelling mistakes.					
Spelling	5	Decide according to the number of punctuation mistakes.					
Punctuation Neatness	5	How well is the essay organized on paper? How well does it follow the format required?					
Grammar – 25	21-25	Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses.					
	16-20	Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.					
	11-15	Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.					
	6-10	Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.					
	0-5	The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.					
Vocabulary – 15	11-15	Variety and accuracy in word choice, correct word formation.					
	6-10	Reasonable use of vocabulary; some control of word formation.					
	0-5	Noticeably simple, limited and misused vocabulary with many problems in word formation.					
Total Score	100						

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APPENDIX K

INTERRATER RELIABILITY SCORES FOR ESSAY GRADING

	Reliability Statistics								
	Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**Mean**	**Min.**	**Max.**	**Range**	**Max./Min.**	**Variance**	**N**
pretest	0,82	0,82	41,94	41,06	42,81	1,75	1,04	1,53	2
posttest	0,94	0,96	71,79	70,74	72,84	2,11	1,03	2,22	2,00
narrative	0,94	0,95	82,41	80,18	84,64	4,45	1,06	9,92	2,00
letter	0,94	0,97	75,90	74,20	77,60	3,40	1,05	5,78	2,00
place	0,96	0,97	85,45	83,50	87,40	3,90	1,05	7,61	2,00
person	0,93	0,95	82,77	81,77	83,77	2,00	1,02	2,00	2,00
movie	0,93	0,94	81,24	80,94	81,53	0,59	1,01	0,17	2,00
problem	0,98	0,99	88,82	87,64	90,00	2,36	1,03	2,79	2,00
argument	0,98	0,98	81,23	80,55	81,91	1,36	1,02	0,93	2,00

Interrater Reliability Scores for Control Group Essay Scores

	Reliability Statistics								
	Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**Mean**	**Min.**	**Max.**	**Range**	**Max. / Min.**	**Variance**	**N**
pretest	0,96	0,97	37,15	36,69	37,62	0,92	1,03	0,43	2,00
posttest	0,87	0,87	72,86	72,14	73,59	1,45	1,02	1,06	2,00
narrative	0,92	0,95	78,27	76,92	79,62	2,69	1,04	3,62	2,00
letter	0,93	0,93	73,35	73,10	73,60	0,50	1,01	0,12	2,00
place	0,95	0,98	80,00	79,00	81,00	2,00	1,03	2,00	2,00
person	0,91	0,94	79,38	79,25	79,50	0,25	1,00	0,03	2,00
movie	0,91	0,91	79,74	79,11	80,37	1,26	1,02	0,79	2,00
problem	0,87	0,89	83,25	79,94	86,56	6,63	1,08	21,95	2,00
argument	0,87	0,87	74,03	72,32	75,75	3,43	1,05	5,89	2,00

Interrater Reliability Scores for Experimental Group Essay Scores:

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	1994	

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İKİNCİ DİLDE YAZMA BECERİSİ ÖĞRETİMİNDE TÜMLEYİCİ AKRAN VE ÖĞRETMEN DÖNÜT MODELİ ÜZERİNE BİR ARAŞTIRMA

İkinci dilde yazı becerisi dersleri yabancı dil öğrencileri için birtakım zorluklar taşımaktadır; örneğin, kendi kültürlerinden farklı bir kültürün yazım kurallarını benimsemek, yeni bir dilde kendilerini ifade etmek ve yazma etkinliğinin çok yönlü doğasını algılayabilmek gibi. Bu tür zorluklar, yazma becerisini öğrenciler için geliştirilmesi en zor beceriler arasına sokmakta ve öğrencileri her türlü rehberlik ve düzeltmeler için öğretmene bağımlı kılmaktadır. Öğretmene bağımlılığın yanı sıra, yazma becerisi derslerinde yapılan uygulamalar da yazma becerilerinin aşamalı olarak gelişmesine katkıda bulunmamaktadır çünkü birçok yazma becerisi dersinde süreç yaklaşımı kullanılmamaktadır. Bunun yerine zaman azığı nedeniyle yazma etkinliğine karşı genellikle doğrusal ve ürün odaklı bir yaklaşım uygulanmaktadır ve öğrenciler başlangıçta oluşturdukları taslaklarını gözden geçirme ve geliştirme fırsatı bulamamaktadırlar. Fakat bunun yerine yazma becerisi derslerinde süreç yaklaşımı izlenmesi Zamel'in (1983) de dikkat çektiği gibi öğrencilerin yazma etkinliğinin doğrusal olmayan, tekrarlayıcı doğasını algılamalarına dolayısıyla kendi yazılarını okuyucu beklentileri doğrultusunda daha iyi planlamalarına ve eleştirmelerine zemin hazırlayacaktır. Ayrıca, akran dönütünün de kullanılmaması, bütün eleştiriler ve yorumları için öğretmene bağımlı kalınması yazma becerisi öğretmeninin iş yükünü oldukça çoğaltmaktadır.

Yazı becerisinin ürün odaklı öğretilmesinden farklı bir seçenek olarak, yazarların becerilerini geliştirmeleri için planlama, taslak yazımı ve düzeltme gibi aşamaların birkaç kez tekrarlayıcı şekilde uygulanması sürecini esas alan, süreç yaklaşımı gösterilebilir. Süreç yaklaşımının önemli bir unsuru da hem öğretmenden hem de akranlardan gelen dönüttür. Süreç yaklaşımı uygulayan yazma becerisi

derslerinde akran dönütünün kullanılmasının yararları arasında öğrencilerin hem kendi yazılarına hem de diğer öğrencilerin yazılarına daha eleştirel yaklaşmalarını sağlaması (Rollinson, 2005), öğretmen haricinde bir okuyucu kitlesi olduğu hissini yaratması (Scardamalia et. al., 1984), öğrencileri kendine yeter duruma getirmesi ve sorumluluğu öğrencilerle paylaşarak her türlü rehberlik ve dönüt verme işinin öğretmenin üzerinde oluşturduğu ağır yükü hafifletmesi gibi unsurlar sayılabilir. Öğretmene bağımlı öğrenciler yaratmak yerine, akran dönütünü yazma becerisi dersine dahil etmek öğrencileri daha bağımsız hale getirmenin yanında, onlara kendilerini değerlendirme becerisi de kazandırır (White & Arndt, 1992).

Akran dönütünün yukarıda sayılan yararları da göz önüne alınarak, bu çalışmada öğretmen ve öğrencilerin dönüt verme sorumluluğunu paylaştıkları bir dönüt modeli oluşturulmuş ve değerlendirilmiştir. Çalışma, deneysel bir yöntem izlemiş ve öğrenciler rastlantısal olarak bir deney ve bir kontrol grubuna ayrılmıştır. Gruplardan her birine farklı bir dönüt modeli uygulanmıştır: kontrol grupta dil kullanımı, düzenleme ve içerik unsurlarından her biri için öğretmenden dönüt alınmış, deney grubunda ise dil kullanımı için öğretmenden, içerik ve düzenleme için akranlardan dönüt alınmıştır.

Çalışma süresince öğrencilerden farklı konularda yedi tane kompozisyon yazmaları istenmiştir. Yazma becerisi dersinde süreç yaklaşımı uygulanmış ve her bir kompozisyon için üç taslak oluşturulmuş ve üçüncü taslakta süreç sonlandırılmıştır. Birinci ve ikinci, ikinci ve üçüncü taslaklar arasında deney ve kontrol grubuna iki farklı dönüt modeli izlenerek dönüt verilmiştir. Çalışma süresince her iki sınıfta Linda Watkins-Goffman ve Diana G. Berkowitz (1992) tarafından yazılmış olan *Thinking to Write: A composing –Process Approach to Writing* adlı kitap kullanılmıştır. Kullanılan yazma becerisi ders kitabı, yazma aktivitelerinin yanında, öğrencilerin farklı konular hakkındaki bilgi dağarcıklarını ortaya çıkaracak tartışmalara zemin hazırlayan nitelikte okuma parçaları içerdiği için tercih edilmiştir.

Öğrencilerin çalışma kapsamında yazmış oldukları kompozisyonların konuları aşağıda açıklanmaktadır:

1. Mektup: Sizin şehrinize taşınmayı planlayan bir arkadaşınıza bir mektup yazarak, ona şehrinizi tanıtıp taşınma ve yerleşme sürecini kolaylaştıracak tavsiyelerde bulunun.

2. Hikâye: *The Most Important Day* (En Önemli Gün) (Helen Keller in Goffman & Berkowitz, 2003, pp.20-23) okuma parçasından yola çıkarak hayatınız üzerinde derin bir etki bırakan veya sizin için önem taşıyan bir olayın hikâyesini kompozisyonla anlatınız.

3. Yer tasviri: Bulunmayı sevdiğiniz veya kendinizi rahat hissettiğiniz bir yeri, örneğin evinizin en sevdiğiniz odasını tasvir edin. Neden en sevdiğiniz yer olduğunu açıklamayı unutmayın.

 4. Kişi tasviri: Hayatınız üzerinde önemli etkisi bulunan bir kişiyi tasvir edin. Eğer mümkünse, kişiyi tanıtıcı özellikte anekdotlar ekleyin.

5. Film eleştirisi: Sınıfta grup olarak izlenen *The Pianist* (Polanski, 2002) adlı filmin ayrıntılı bir eleştirisini yazın. Bahsedilen detayları eklemeyi unutmayın: filmle ilgili temel bilgiler, kısa bir özet, filmin teknik özellikleriyle ve filmin konusuyla ilgili yorumlarınız ve tavsiyeniz.

6. Sorun-çözüm kompozisyonu: Çevrenizde tanık olduğunuz ve önemli bulduğunuz bir problemi ele alıp çeşitli çözümler önerdiğiniz bir kompozisyon yazınız.

7. Tartışma kompozisyonu: Seçtiğiniz bir konu hakkında kendi görüşünüzü belirtip, bu görüşü geçerli tartışma ve kanıtlarla desteklediğiniz bir tartışma kompozisyonu yazın. Kanıt olarak kendi yaşamınızdan gözlem ve deneyimlerinizi veya açıklamalarınızı kullanabilirsiniz.

Deney grubundaki öğrencilerden yazmış oldukları her taslağın iki kopyasını yapmaları ve bunlardan birini kendilerine dönüt verecek olan öğrenciye, birini de öğretmenlerine vermeleri istenmiştir. Akran dönütünün verilmesi işlemi aksaklıkları ve gecikmeleri önlemek amacıyla sınıfta yapılmıştır. Öğrencilerin mümkün olduğu kadar fazla görüş açısından yararlanmaları amacıyla, her dönüt işleminde öğrenciler farklı kişilerle eşleştirilmiştir.

Derslerde yazılan kompozisyonların haricinde öğrencilere ayrıca biri çalışmanın başında, biri de çalışmanın sonunda olmak üzere iki kompozisyon yazdırılmıştır ve bu kompozisyonlar ön test ve son test olarak değerlendirmeye alınmıştır. Her iki kompozisyonun da zorluk derecesi açısından benzer olmasına özen gösterilmiş ve her ikisi de verilen bir konunun tartışılması ve okuyucunun ikna edilmesi şeklinde düzenlenmiştir. Bu kompozisyonların değerlendirilmesi objektifliği sağlamak için araştırmacının haricinde bir de bağımsız notlayıcı tarafından yapılmış

ve notlayıcılar arası güvenirlik hesaplanmıştır.

Bu çalışma aşağıdaki beş ana araştırma sorusu çerçevesinde yürütülmüştür.

1. Hangi dönüt modeli: kapsamlı öğretmen dönütü veya tümleyici akran ve öğretmen dönüt modeli, öğrenci taslakları üzerinde daha fazla değişiklik yaratmaktadır?

2. Taslaklarda yapılan değişikliklerin sayısı ve türü ile yazma başarısı arasında bir ilişki var mıdır?

3. Eğer değişikliklerin türü ve sayısı ile yazma başarısı arasında bir ilişki yok ise, değişikliklerin kalitesi ile yazma becerisi arasında bir ilişki var mıdır?

4. Hangi dönüt modeli yazma başarısını daha olumlu yönde etkilemektedir?

5. Hangi dönüt modeli yazma etkinliğine ve dönüte yönelik daha olumlu tutumlar ortaya çıkarmaktadır?

Çalışmada iki grubun karşılaştırılmasını sağlamak için hem niceliksel hem de niteliksel veriler toplanmıştır. Niceliksel verilerin bir kısmı ön test ve son test notları, çalışma süresince yazılar yazılara verilen notlardan oluşmaktadır. Diğer bir niceliksel veri grubu da öğrenci yazılarının taslakları arasında dil kullanımı, içerik ve düzenleme konularında yapılmış olan üç temel türdeki düzeltmelerin sayılarıdır. Kodlamanın güvenirliğini sağlamak için araştırmacı haricinde bağımsız bir kodlayıcı da kodlama yapmıştır ve kodlayıcılar arası güvenirlik hesaplaması için Cronbach Alpha güvenirlik katsayısı hesaplanmıştır. Bir diğer kodlama da düzeltmelerin kalitesini karşılaştırmak amacıyla dilsel ve anlamsal düzeltmeler arasında ayrım yapan bir sınıflandırma sistemi olan Faigley ve Witte (1981) Düzeltme Sınıflandırma Sistemi kullanılarak yapılmıştır. Bu sınıflandırma kullanılarak kodlanmak üzere öğrenci yazılarından yazı becerisi seviye gruplarına göre kategorik sınıflandırma yapılarak bir örnekleme yapılmıştır. Bu yazı örnekleri daha sonra Faigley ve Witte Düzeltme Sınıflandırma Sistemi kullanılarak kodlanmıştır. Bu kodlamada da bağımsız kodlayıcıya başvurulmuş ve kodlayıcılar arası güvenirlik Cronbach Alpha güvenirlik Katsayısı ile hesaplanmıştır.

Niceliksel verilerin toplanmasında da çeşitli veri toplama araçları kullanılmıştır. Öncelikle, öğrencilerin dönüt ve yazma aktivitesine yönelik tutumlarını tespit etmek amacıyla bir anket uygulaması yapılmıştır. Bu ankette,

öncelikle öğrencilere üniversite öncesindeki eğitimleri süresince ikini dilde yazma becerisi konusunda ders alıp almadıkları eğer aldıysalar ne gibi yazma aktiviteleri yaptıkları sorulmuştur. Daha sonra akran dönütü, öğretmen dönütü ve kendini düzeltme olmak üzere üç farklı dönüt şeklini yararlılık açısından sıralamaları istenmiştir. Bu sıralama, çalışma sonunda da yaptırılarak çalışmanın dönüt türlerine yönelik tutum üzerindeki etkisi ölçülmeye çalışılmıştır.

İkinci olarak, her yazı aktivitesi tamamlandıktan sonra, yani son taslak teslim edildikten sonra, öğrenciler yazım aşaması ile ilgili görüşlerini rehber sorulara cevap vererek yazılı olarak ifade etmişlerdir. Bu görüşler daha sonra gruplar arasında karşılaştırılarak deney ve kontrol gruplarındaki öğrencilerin dönüte yönelik tutumlarında farklar olup olmadığı araştırılmıştır. Ayrıca, KTU-DELL'de birinci sınıf yazma becerisi dersi veren birisi 15 yıl diğeri ise 3 yıl öğretmenlik deneyimine sahip olan iki öğretmenle görüşmeler yapılarak yazma becerisi dersleri hakkında görüşleri alınmıştır.

Deney ve kontrol grupları dört farklı açıdan karşılaştırılmıştır: dönüt uygulamasının sonucu olarak yapılan değişikliklerin türü ve sayısı, kalitesi (dilsel veya anlamsal), ön test ve son test sonuçlarıyla saptanan yazı becerisi gelişimi, anketlerle saptanan dönüte ve yazma etkinliğine yönelik olan tutumlar.

Çalışmanın sonuçlarına göre deney ve kontrol grubu öğrencilerinin taslaklarında yapmış oldukları dil kullanımına yönelik değişikliklerin sayısı arasında bağımsız iki örneklem t-testi uygulanması sonucunda istatistiksel olarak anlamlı bir fark bulunmamıştır. Bu sonuç göstermiştir ki dönüt veren aracı sabit tutulduğunda, deney ve kontrol gruplarının düzeltme davranışları arasında bir fark oluşmamaktadır.

İçerik değişikliklerine sayısal olarak deney grubunun daha fazla değişiklik yaptığı gözlenmiştir. İçerik değişikliklerini istatistiksel açıdan karşılaştırmak için yapılan bağımsız iki örneklem t-testi sonuçlarına göre iki grubun içerik değişikliklerinin sayısı arasında istatistiksel olarak anlamlı bir fark bulunmuştur. Bu sonuca göre öğretmen dönütü alan kontrol grubu öğrencileri, deney grubu öğrencilerine göre önemli derecede daha fazla içerik değişikliği yapmışlardır. Bu nedenle, tümleyici öğretmen akran dönüt modelinin kapsamlı öğretmen dönütü kadar içerik değişikliği ortaya çıkarmadığı görülmektedir.

Düzenlemeye yönelik düzeltmelerin bağımsız iki örneklem t-testi kullanılarak karşılaştırılması sonucunda ise iki gruptaki öğrencilerin yapmış oldukları

değişikliklerin sayısı arasında istatistiksel olarak bir fark olmadığı anlaşılmıştır. Bu göstermektedir ki bu kategorideki düzeltmeler açısından tümleyici öğretmen akran dönüt modeli ve kapsamlı öğretmen dönütü, öğrencilerin düzeltme davranışları üzerinde benzer sonuçlar ortaya çıkarmıştır. Düzenleme değişiklikleri yapmaya yöneltmeleri bakımından iki dönüt modeli benzer derecede etkili olmuştur.

Genel anlamda deney ve kontrol gruplarının yapmış oldukları düzeltmelerin sayısı arasındaki karşılaştırma aşağıdaki gibi özetlenebilir. İki düzeltme kategorisinde sayısal olarak önemli farklar gözlenmemiştir. Bir kategoride, yani içerikte, iki grup arasındaki fark ancak minimum düzeyde anlamlıdır. Sonuç olarak, denilebilir ki, iki dönüt modeli deney ve kontrol grupları arasında yapılan düzeltmeler açısından önemli sayısal farklar oluşturmamıştır. İçerik değişiklikleri arasında çıkan istatistiksel olarak anlamlı sayısal farkın yazı becerisine etkili olup olmadığına karar vermek için düzeltmelerle başarı arasındaki ilişkiyi analiz etmek gerekmiştir.

Yapılan düzeltmelerin yazı becerisindeki başarıyla olan ilişkisi Pearson ilgileşim katsayısı hesaplanarak araştırılmıştır. Bu analiz sonucunda her üç düzeltme türü ile yazı becerisi arasında farklı derecelerde doğrusal ilişkiler olduğu gözlenmiştir. Bu sonuca bağlı olarak daha fazla dil, içerik veya organizasyon düzeltmesi yapmak, daha yüksek bir yazı becerisi notu almanın göstergesi olarak gözlenmiştir yani her üç düzeltme türünde yapılan düzeltmelerin sayısı arttıkça bir öğrencinin daha yüksek not alma olasılığı da artmaktadır.

Düzeltme kategorilerinden dil ve içerik konularında yapılan düzeltmelerin sayısında istatistiksel olarak anlamlı farklar olmadığı düşünülürse, bu tür düzeltmeler açısından hem kontrol hem de deney gruplarının yazı becerisi notlarına dönüt uygulamalarından eşit derecede katkı sağladıkları söylenmiştir. Fakat, içerik düzeltmeleri için durum farklı algılanmıştır çünkü kontrol grubu öğrencileri daha fazla içerik düzeltmesiyle avantajlı durumda görünmüştür. Bu sonuçtan yola çıkarak ayrıca düzeltme türlerinden her birinin ortalama yazı becerisi notuna olan etkisi araştırılmıştır. Bu araştırma için ise çoklu regresyon analizi yapılmış ve üç düzeltme türünden dil ve organizasyon düzeltmelerinin yazı notları üzerine birleştirilmiş etkisi yüzde 35 olarak bulunmuştur.

İçerik düzeltmelerinin yazı notlarına etkisi ise diğer iki düzeltme türünden az olduğu için modelin dışında kalmıştır. Dil kullanımı, içerik ve organizasyon

düzeltmelerinin sayısı ile yazı becerisindeki başarı arasında yapılan korelasyon analizi sonucunda hem içerik hem de organizasyon ve yazma başarısı arasında ilişki olduğu gözlenmiştir. Fakat, çoklu regresyon analizi dil kullanımı haricindeki düzeltmelerin ortalama yazma notunu açıklamada fazlaca etkili olmadıklarını göstermiştir. Özetlemek gerekirse, tümleyici öğretmen akran dönüt modelinin kullanılması deney grubu açısından bir olumsuzluk oluşturmamıştır çünkü deney grubu öğrencileri dil kullanımı ve organizasyon üzerine, kontrol grubu öğrencileri kadar düzeltme yapmışlardır ve içerik konusunda daha az düzeltme yapmış olmalarına rağmen, bu sınıftaki düzeltmelerin ortalama yazma notu üzerinde çok etkili olmadığı görülmüştür.

Çalışmada araştırılan sorulardan üçüncüsü kapsamında iki grubun yapılan düzeltmelerin kalitesi açısından karşılaştırılmıştır. Bu karşılaştırmanın yapılabilmesi için Faigley ve Witte (1981) tarafından geliştirilmiş ve düzeltmeleri yazının içerik ve mesajına olan etkisi açısından sınıflandıran bir düzeltme sınıflandırma sistemi kullanılmıştır. Bu sınıflandırma sisteminde dilsel ve anlamsal olarak ayrılmış dört ana düzeltme sınıfı vardır. Kalite açısından kodlama yapmak için deney ve kontrol gruplarından her başarı grubundan eşit sayıda öğrenci içeren bir grup oluşturulmuş ve bu öğrencilerin yazıları kodlanmıştır. Düzeltme kalitesi ve yazma başarısı arasındaki ilişki araştırılmadan önce iki grup yaptıkları düzeltmelerin kalitesi açısından sınıflandırma sistemine göre elde edilen düzeltme sayıları kullanılarak karşılaştırılmışlardır. Bu karşılaştırma Mann-Whitney U testi kullanılarak yapılmıştır ve analizin sonucunda iki grup arasında farklı kalite sınıflarında yapmış oldukları düzeltmelerin sayısı açısından istatistiksel olarak anlamlı bir fark gözlenmemiştir. Bu sonuca dayanarak iki gruba uygulanan farklı dönüt uygulamalarının iki grup arasında düzeltme kalitesi açısından önemli bir fark yaratmadığı sonucuna varılmıştır.

Bu araştırmanın devamında, düzeltme kalitesi ve yazma başarısı arasında bir ilişki olup olmadığı Pearson korelasyon katsayısı hesaplanarak araştırılmıştır. Analiz sonucunda dilsel düzeltmeler ile yazma başarısı arasında çok zayıf ama istatistiksel açıdan anlamlı olmayan bir ilişki gözlenmiştir. Anlamsal düzeltmeler ile yazma başarısı arasında da benzer olarak istatistiksel açıdan anlamlı bir ilişki gözlenmemiştir. Bu sonuçlara bağlı olarak düzeltme kalitesi ile yazma başarısı arasında bir ilişki olmadığı ve tümleyici öğretmen akran dönüt modelinin

kullanılmasının düzeltme kalitesi ve yazma başarısı açısından bir olumsuzluk oluşturmadığı sonucuna varılmıştır.

İki grup arasında düzeltmelerin detaylı olarak karşılaştırılmasından sonra grupların yazma becerisi açısından karşılaştırılması yapılarak hangi dönüt modelinin yazma becerisine daha olumlu etki ettiği bulunmaya çalışılmıştır. Bu karşılaştırma ön test ve son test sonuçları kullanılarak yapılmıştır. Ön test ve son testin her ikisinde de öğrencilerden belli bir sürede tartışma yazısı yazmaları istenmiş ve benzer zorlukta konular verilmiştir. Bu testler iki şekilde kullanılmıştır: öncelikle iki grubun yazma becerisi açısından kendi içindeki gelişmelerini, ikinci olarak ise iki grubun birbirlerinden yazma becerisi açısından farklarını tespit etmek için. Birinci karşılaştırma göstermiştir ki her iki gruptaki öğrenciler de çalışmanın başından sonuna kadar geçen sürede yazma becerilerini, ortalama yazma notlarının artışından görüldüğü üzere, büyük ölçüde geliştirmişlerdir. İki grubun kendi içlerinde göstermiş oldukları aşama eşli örneklemler t-testi kullanılarak karşılaştırıldığında ise istatistiksel olarak anlamlı bir fark gözlenmemiştir.

İkinci karşılaştırmada deney ve kontrol grupları ortalama yazma notları göz önüne alınarak yazma becerisindeki başarıları açısından karşılaştırılmıştır. Deney ve kontrol grubu öğrencilerinin son test notlarının karşılaştırılması içim bağımsız iki örneklem t-testi kullanılmış ve analiz sonucunda iki grup arasında yazma başarısı açısından istatistiksel olarak anlamlı bir fark gözlenmemiştir. Bu sonuçlar göstermektedir ki hem deney hem de kontrol grubundaki öğrenciler yazma becerisi dersinde izlenen süreç yaklaşımı ve dönüt uygulamaları sonucunda yazma becerilerinde önemli aşama kaydetmiş ve iki grup arasında yazma becerisindeki aşama veya başarı konusunda önemli farklar ortaya çıkmamıştır.

Çalışmada araştırılan son araştırma sorusu olan soru "Hangi dönüt modeli yazma etkinliğine ve dönüte yönelik daha olumlu tutumlar ortaya çıkarmaktadır? " şeklindeki sorudur. Bu soruya yanıt aramak için anket ve yazılı öğrenci görüşlerinden oluşan niceliksel veriler kullanılmıştır. Öğrenci anketinin ilk kısmında öğrencilerin üniversite öncesi eğitimlerinde ikinci dilde yazma ile ilgili deneyimleri araştırılmıştır. Yazı becerisi deneyimi açısından her iki grup öğrencilerinin de benzer deneyimleri olduğu gözlenmiştir. Her iki grupta da öğrencilerin çoğu İngilizce yazı yazma becerisine yönelik ayrı bir ders almadıklarını belirtmişlerdir. Buna rağmen öğrenciler farklı yazma aktiviteleri yaptıklarını belirtmişler fakat bu

aktivitelerin sistemli bir şekilde yapılmadığı ve öğrenciler tarafından fazlaca yararlı bulunmadığı çıkarımı yapılmıştır.

Anketin ikinci bölümünde deney ve kontrol grubundaki öğrencilerden öğretmen dönütü, akran dönütü ve kendini düzeltme olmak üzere üç dönüt türünü yararlılık açısından yararsız dan en yararlıya kadar 5'li bir Likert ölçeğine göre etiketlendirmeleri istenmiştir ve anketin bu bölümü hem çalışmadan önce hem de sonra uygulanmıştır.

İlk anketten elde edilen sonuçlara göre çalışma öncesinde hem deney hem de kontrol grubu öğrencilerinin öğretmen dönütüne yönelik çok olumlu, akran dönütüne ve kendini düzeltmeye yönelik de olumlu tutumları olduğu gözlenmiştir. Sonuçlar ayrıca çalışmanın deney ve kontrol grubu öğrencilerinin farklı dönüt türlerine olan tutumları üzerinde aynı etkiyi yapmadığını göstermiştir. Deney grubunun, üç dönüt türü olan öğretmen dönütü, akran dönütü ve kendini düzeltmeye yönelik olan tutumlarında büyük farklar oluşmadığı yani çalışma öncesinde ve sonrasında tutumların az bir farklılık göstermelerine rağmen çoğunlukla benzer kaldığı görülmüştür. Görülen değişiklikler ise ortalama puanın yorumlanmasını etkiler düzeyde görülmemiştir. Böylece, ilk ankettekine benzer olarak son ankette de deney grubunda öğretmen dönütüne yönelik tutumun katsayısı 'çok yararlı' olarak yorumlanırken, diğer iki dönüt türü olan akran dönütü ve kendini düzeltmeye yönelik tutumların katsayıları ise 'yararlı' olarak yorumlanmıştır.

Diğer taraftan, kontrol grubunun anket yanıtlarına göre hesaplanan ortalama katsayılarda ilk anketten son ankete gözlenen farklar daha dikkat çekici olmuştur, çünkü kontrol grubu öğrencileri hem öğretmen anketini öncekine göre daha yararlı değerlendirmiş hem de akran dönütü ile kendini düzeltmeyi daha az yararlı olarak değerlendirmişlerdir. Öğretmen dönütünün ortalama katsayısı 4,42 den 4,89 e olumlu bir gelişme göstermiş ve 'çok yararlı' olarak yorumlanmıştır. Fakat, hem akran dönütü hem de kendini düzeltme ile ilgili tutumlar negatif yönde değişmiştir, örneğin akran dönütünün ortalama katsayısı 4,00 den 3,15' e düşmüş, kendini düzeltmenin katsayısı ise 3,79'dan 2,79'a düşmüştür. Bu değişimlere bağlı olarak, kontrol grubu öğrencilerinin akran dönütüne ve kendini düzeltmeye yönelik olan genel tutumlarının 'yararlı' dan 'tarafsız' a doğru kaydığı görülmüştür.

Bu sonuçlar göstermektedir ki kapsamlı öğretmen dönütü almak, kontrol grubu öğrencilerinin akran dönütüne ve kendini düzeltmeye yönelik başlangıçta olumlu olan tutumlarını olumsuz yönde değiştirmiştir. Yalnızca kapsamlı öğretmen dönütü verilen kontrol grubu öğrencileri, öğretmen dönütüne akran dönütü ve kendini düzeltmeden daha fazla önem vermeye başlamışlardır. Diğer taraftan, deney grubu öğrencileri için, sınırlı öğretmen dönütü sistematik akran dönütü almak, bu iki tür dönüte yönelik tutumlar üzerinde olumlu bir etki uyandırmıştır. Bu sonuç, tümleyici öğretmen akran dönüt modeline destek sağlar niteliktedir çünkü alternatif dönüt türleri olan akran dönütü ve kendini düzeltmeye yönelik olumlu etkiler ortaya çıkarmıştır, yani öğrenciler hem akranlarının fikirlerine daha fazla önem vermeye başlamışlar, hem de kendi yazılarını gözden geçirmek konusunda daha kendine güvenli hale gelmişlerdir.

Öğrencilerden, ayrıca, seçimleri için açıklama getirmeleri istenmiştir. Bu açıklamalara göre, akran dönütü öğrencilerin bir çoğunluğu tarafından, hatalarının akranları tarafından bulunabilmesi, yazıları hakkında akranlarının fikirlerini alabilmeleri veya fikirlerini paylaşabilmeleri yönlerinden yararlı bulunurken, küçük bir grup öğrenci tarafından da akranların bazı hataları gözden kaçırabilecekleri düşüncesiyle, öğretmen dönütü kadar yararlı bulunmamıştır.

Her iki gruptan alınan açıklamalara göre, öğretmen dönütünün yararlı yönü olarak öğretmenlerin daha bilgili ve deneyimli olması, dolayısıyla gelişmelerine daha fazla yarar sağlayacakları üzerinde durulmuştur. Ayrıca, öğrenciler, öğretmenin yazıları hakkında ne düşündüğünü öğrenmek istediklerini belirtmişlerdir. Genellikle, iki grubun da öğretmen dönütüne yönelik tutumları oldukça olumludur.

Öğrenciler, kendini düzeltmeyi ise şu sebeplerle yararlı bulduklarını belirtmişlerdir: yazıları üzerine ikinci kez düşünmelerini sağlaması, kendine güven kazandırması ve yazılarını eleştirebilecek düzeyde olduklarını düşündürmesi. Kendini düzeltmeyi 'az yararlı' bulan az sayıda öğrenci ise buna sebep olarak bu tür bir aktivite için İngilizce seviyelerinin düşüklüğünü ve kendi yazılarını eleştirirken tarafsız olamayacaklarını göstermişlerdir.

Çeşitli dönüt türlerinin yararlılıklarıyla ilgili, öğrencilerin belirttikleri fikirler özellikle deney grubu öğrencilerinin çalışma sonucunda, akran dönütüne yönelik daha bilinçli ve gerçekçi bir tutum geliştirdiklerini fakat deney grubu öğrencilerinin başlangıçta taşıdıkları önyargıları devam ettirerek hem akran dönütünden hem de

kendini düzeltmeden uzaklaştıklarını göstermiştir.

Her iki grup öğrencilerinin yazılı görüşleri dönütünün genellikle benzer yararları üzerinde durmuştur fakat yine de birtakım farklar gözlenmiştir. Tümleyici dönüt modeliyle dönüt alan deney grubu öğrencilerine göre dönütün en yararlı yönü fikir paylaşımı olmuştur. Diğer taraftan, kapsamlı öğretmen dönütü alan kontrol grubu öğrencileri dönütün yararları bahsederken daha çok yüzeysel öğelerden yani yeni yapılar ve yeni kelimeler öğrendiklerini söylemişlerdir. Bunun sebebi olarak, kontrol grubu öğrencilerinin öğretmen dönütü ile sınırlı kaldıkları için farklı görüşlerden yararlanma fırsatı bulamamış olmaları gösterilebilir.

Belirtilen görüşler arasındaki bir başka fark ise yazılara alınan olumlu eleştirilere yönelik olan tutumdur. Öğrenciler, kontrol grubu öğrencileri öğretmenden gelen olumlu dönütü motive edici ve cesaretlendirici bulurken, deney grubu öğrencileri akranlarından gelen olumlu dönüte daha şüpheci yaklaşmış ve akranlarının dönüt verirken dikkatli davranmadıklarını düşünmüşlerdir.

Yazılı öğrenci görüşleri ayrıca öğrencilerin yazma aktivitesine yönelik tutumları hakkında da fikir vermiştir. Her iki gruptaki öğrenciler de yazma aktivitesinin genel anlamda kolay olmadığını düşünmektedirler. Karşılaştıkları zorluklar konusunda her iki grup öğrencileri de yazma aktivitesinin başlangıç aşamalarını en zor olduklarını belirtmişlerdir. İlk aşamaları tamamladıktan sonra açık ve net yönlendirme verildiği takdirde ve kendilerinden ne beklendiğini bildikleri zaman yazma aktivitesi öğrenciler için kolaylaşmaktadır. Böylece, anlaşılmaktadır ki, tümleyici öğretmen akran dönüt modeli yazma aktivitesine olan tutumlarda fazlaca fark oluşturmamıştır çünkü öğrenciler yazma aktivitesinin zor bulmakla beraber net açıklamalar ve dönüt desteğiyle altından kalkılabilir bulmaktadırlar.

Bu çalışmanın sonuçları, yazma derslerinde akran dönütünü etkin bir biçimde kullanmak isteyen yazma becerisi öğretmenleri için yararlı olabilir. Öncelikle, literatürde de görülebileceği gibi akran dönütünün yazma derslerinin doğal bir unsuru haline getirilmesi, öğrencilerin arasındaki işbirliğini, öğrencilerin kendilerine güvenini ve yazıları üzerindeki kontrollerini arttırmaktadır (Mendonca & Johnson, 1994). Öğrencilerin de yazılı görüşlerinde belirttikleri üzere öğrenciler akran dönütünü daha az tehditkâr bulmakta ve akranlarından gelen önerileri yazılarına uygularken daha seçici davranabilmektedirler fakat öğretmen önerilerini uygulamak konusunda kendilerini zorunlu hissetmektedirler.

İkinci olarak, öğrenciler açısından, bu tür bir dönüt modeli uygulamak yazma dersinde fikirlerin paylaşıldığı bir ortam oluşturmakta ve yazma aktivitesinin özellikle ilk aşamalarında bir konu hakkında söyleyecek bir şey bulamamanın stresini ortadan kaldırabilmektedir. Ayrıca çalışma sonuçlarına göre, akran dönütü sistemli bir şekilde uygulandığında öğrencilerin öğretmene olan bağımlılığını azaltarak kendilerine yetebilen duruma gelmelerini sağlayabilir.

Bunlara ek olarak, yine çalışma sonuçlarına göre, sistemli olarak uygulandığında tümleyici öğretmen akran dönüt modeli en az öğretmen dönütü kadar yazı becerisi gelişimine katkıda bulunabilir. Son olarak tümleyici dönüt modelinin yazma becerisi dersinin doğal bir unsuru olarak kullanılması, sorumluluğun bir kısmını öğrencilere vererek, öğretmenin yükünü azaltabilir.