THE EFFECTIVENESS OF EFL STUDENTS' PEER FEEDBACK PRACTICES
IN COMPOSITION CLASSES:
A CASE STUDY AT A STATE UNIVERSITY IN TURKEY

A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

OF

MIDDLE EAST TECHNICAL UNIVERSITY

BY

SİNEM DEMİR

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN

THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

OCTOBER 2019

Approval of the Graduate School of Social Sciences

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ABSTRACT

THE EFFECTIVENESS OF EFL STUDENTS' PEER FEEDBACK PRACTICES
IN COMPOSITION CLASSES:
A CASE STUDY AT A STATE UNIVERSITY IN TURKEY

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October 2019, 174 pages

Conducted in the preparatory school of a state university in central Turkey, this thesis study aimed to investigate the extent to which EFL students incorporate peer feedback into their essay revisions, to explore EFL students' and EFL instructors' views on the effectiveness of the peer feedback practices and also their suggestions for improving these practices. The study was carried out with 109 participants, including 100 EFL students and 9 EFL instructors in the second term in 2018-2019 academic year. The data were collected from EFL students through the analyses of students' discussions in the peer feedback sessions, their drafts and peer feedback checklists, student surveys and stimulated recall sessions, and semi-structured interviews were conducted with EFL instructors. The findings of the study revealed that students selectively incorporated more than half of the peer feedback they received, and they mostly incorporated peer feedback on mechanics, grammatical accuracy and lexical accuracy. Regarding their views on the effectiveness of their peer feedback practices, it was observed that despite also reporting the problems and difficulties they had during their peer feedback

practices, students mostly found peer feedback practices useful for their improvements as writers, their social skills and the improvements on their essays. Although they shared similar views with students on the contributions of their peer feedback practices to students' improvements as writers and their improvements in social skills, the instructors were observed to be more doubtful about the effectiveness of the students' peer feedback practices on students' essay revisions based on their observations. In terms of student and instructor suggestions, it was seen that while the instructor suggestions were more about making the students' peer feedback practices more effective and structured, the students' suggestions were found to be mostly related to their desire to exchange more feedback.

Keywords: Second Language Writing, Process Approach, Peer Feedback, Peer Feedback Incorporation, Revision

ÖZ

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİNİN
YAZMA DERSLERİNDEKİ AKRAN DÖNÜTÜ UYGULAMALARININ
ETKİLİLİĞİ: TÜRKİYE'DE BİR DEVLET ÜNİVERSİTESİNDE BİR DURUM
ÇALIŞMASI

Demir, Sinem
Yüksek Lisans, İngiliz Dili Öğretimi
Tez Yöneticisi: Doç. Dr. Betil Eröz

Ekim 2019, 174 sayfa

Türkiye'nin merkezindeki bir devlet üniversitesinin İngilizce hazırlık eğitimi veren yüksekokulunda yapılan bu durum çalışması, İngilizce hazırlık öğrencilerinin kompozisyon derslerinde aldıkları akran dönütünü yazdıkları kompozisyonları gözden geçirme sürecinde ne derece dahil ettiklerini, bu öğrencilerin ve bu öğrencilerin akademik yazma derslerine giren öğretim görevlilerinin akran dönütü uygulamalarının etkililiği üzerine düşüncelerini, ve her iki katılımcı grubunun da bu uygulamaların geliştirilmesine dair önerilerini incelemeyi amaçlamıştır. Bu çalışma, 100 öğrenci ve 9 öğretim elemanının katılımıyla, 2018-2019 akademik yılı bahar döneminde yürütülmüş olup, çalışma verileri öğrencilerin akran dönütü oturumlarındaki tartışmalarının, kompozisyon taslaklarının ve akran dönütü kontrol listelerinin incelenmesi, öğrenci anketleri, belirli sayıda öğrenciyle yapılan uyarılmış hatırlatma oturumlarıyla, ve öğretim görevlileriyle yapılan yarı-yapılandırılmış görüşmelerle toplanmıştır. Araştırma sonuçları, öğrencilerin aldıkları akran dönütünün yarısından fazlasını kendi seçimleri doğrultusunda

kompozisyon düzeltmelerine dahil ettiklerini, ve öğrencilerin çoğunlukla noktalama işaretleri, heceleme gibi mekanik düzeltme gerektiren, ve dilbilgisi ve kelime kullanımlarının doğruluğuna dayalı akran dönütlerini dahil ettiklerini açığa çıkarmıştır. Öğrencilerin görüşleri, beraberinde yaşadıkları problem ve zorlukları da paylaşmalarına rağmen genel anlamda akran dönütü uygulamalarını kendi yazarlık gelişimleri, sosyal gelişimleri ve kompozisyon düzeltmeleri bakımından yararlı bulduklarını göstermiştir. Öğretim görevlilerinin de akran dönütü uygulamalarının öğrencilerinin yazarlık gelişimi ve sosyal gelişimine katkısı noktasında öğrencilerle benzer görüşlere sahip olup bu uygulamaları genel anlamda yararlı buldukları görülse de, gözlemlerine dayanarak bu uygulamaların öğrencilerin kompozisyon düzeltmeleri üzerinde etkililiğine öğrenciye bağlılığını da vurgulayarak daha şüpheli yaklaştıkları anlaşılmıştır. Önerileri bakımından, öğretim görevlilerinin önerilerinin öğrencilerin akran dönütü uygulamalarını daha etkili ve yapılandırılmış hale getirmeye, öğrencilerin önerilerinin ise daha çok akran dönütü paylaşımı yapmaya yönelik olduğu gözlemlenmiştir.

Anahtar Kelimeler: İkinci Dilde Yazma, Süreç Yaklaşımı, Akran Dönütü, Akran Dönütü Dahil Etme, Düzeltme

To my beloved family

ACKNOWLEDGEMENTS

This thesis would never be complete without the support of a group of special people. First and foremost, I would like to express my deepest gratitude to my thesis advisor, Assoc. Prof. Dr. Betil Eröz for her encouragements and valuable guidance throughout my thesis writing process. With her profound knowledge and enlightening views, she has always been a role model for me since my undergraduate years. I learnt a lot from her thanks to the BA and MA courses offered by her. I would like to thank to her also for her sincerity, warmth, kindness and patience.

I would also like to express my special thanks to my committee members, Prof. Dr. Cem Balçıkanlı and Assoc. Prof. Dr. Cendel Karaman for kindly agreeing to be on my committee and for their constructive feedback and comments on my thesis. Special thanks also go to Assoc. Prof. Dr. Bilal Kırkıcı for his valuable feedback on the proposal of this thesis.

I owe my greatest gratitude to my family for their unconditional love, their belief in me, being proud of me, and their never ending support all through this challenging process. I feel very lucky to have you as my family. Thank you for being my source of happiness and hope in life!

I am grateful to my soul-sister Elif Çağlar Dalgakıran for her contributions, motivating talks, and her endless patience during my thesis writing process. Thank you for being my second family in Ankara!

I also owe my sincere thanks and appreciation to my dear colleagues Mustafa Kaçar, Maide Yılmaz, İbrahim Halil Topal, Ahmet Özcan, Zülal Kızmaz and Pelin Erdoğan for their constant support. We make a great team together!

Finally, I would also like to thank my colleagues in and students in ELT/ELL Preparatory Program for their willingness to participate in this study and their valuable contributions who made this thesis possible. Thank you all!

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LIST OF ABBREVIATIONS

CLT	Collaborative Learning Theory
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELL	English Language and Literature
ELT	English Language Teaching
ESL	English as a Second Language
L1	First Language
L2	Second Language
MKO	More Knowledgeable Other
PF	Peer Feedback
SCT	Sociocultural Theory
SRL	Self-regulated Learning

CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter offers an introduction to the study by presenting the background to the study, the statement of the problem, the aims of the study and the research questions, and the potential significance of the study respectively. At the end of the chapter, a list giving the definitions of the key terms regarding the study is shared.

1.1. Background to the Study

In Turkey, the higher education has been supervised by to the Council of Higher Education (Yüksek Ögretim Kurulu – YÖK) which was established in 1981 in accordance with the Higher Education Law No. 2547. With this law, the academic, institutional and administrative aspects in higher education have been restructured, and all higher education institutions were brought under the roof of YÖK to make the higher education system centralized. The system includes both state and foundation universities offering at least two-year education. Universities in Turkish higher education system offer undergraduate programs awarding associate and bachelor's degrees, and graduate and post-graduate programs granting MA degree and PhD degrees. Students' admission to undergraduate programs at Turkish universities depends on the scores they get on a central university exam which is administered across the once a year by the Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi – ÖSYM).

Universities in Turkish higher education system follow their own academic calendars. Nevertheless, academic year usually starts in September and ends in June, and it includes a winter and a summer break. Although the medium of instruction is mainly Turkish, some universities use English partly or totally as the

language of instruction. The universities who use English as their medium of instruction administer English proficiency exams at the beginning of each academic year, and according to Article 49 of the Law on Higher Education (2010), if the students fail in the proficiency exam, they are required to receive preparatory language education before they start studying in their departments. Many of the state and foundation universities in Turkey provide intensive one-year preparatory English language education to their students in order to help them gain the necessary skills to use English in general and academic settings (Bayram & Canaran, 2019). In these preparatory schools, the four main skills are given emphasis and "During the normal course of education, every effort will be made to ensure that the students continue to improve their knowledge of the foreign language." (The Law on Higher Education, 2010, Article 49, p. 41)

At the university level, students display their knowledge and awareness related to their fields by means of writing as most of the communication takes place in written form. Accordingly, acquiring the relevant writing skills has become a key requirement for students in academic contexts (Coffin et al., 2003). With an aim to promote students' study and research skills and their acquisitions of academic writing conventions through English medium instruction, English for Academic Purposes (EAP) programs are followed at the universities (Asaoka & Usui, 2003), including the writing courses offered in their preparatory schools. As Shih (1986) puts it, "in the academic community, writing is a tool for assessing and promoting student understanding and independent thinking on specific subject matter; they seek to give developing student writers the same experience of 'writing to learn'" (p. 641). In this vein, writing is considered as a process of exploring and reformulating meaning (Zamel, 1983). Therefore, many EAP writing courses have supported process writing approach in their design (Asaoka & Usui, 2003).

Process-based approach to writing offers a series of interactive steps in teaching writing, such as pre-writing, organizing, drafting, and revision (Matsuda, 2003a). Considering the interventions required in the form of feedback in these stages, the importance of feedback for student writers became salient in the process of teaching writing, whether from teacher or peer (Matsuda, 2003a). As a form of

formative assessment, peer feedback is mostly seen and valued in academic writing classrooms which adopt process-based instruction (Hyland & Hyland, 2006; Varaprasad, 2016). Since the late 1980s, peer feedback has maintained its popularity as an instructional method and a pedagogical activity both in EFL and ESL academic writing contexts (Lundstrom & Baker, 2009; Min, 2005; Rollinson, 2005; Yu & Lee, 2014; Zhu & Mitchell, 2012).

There has been a significant growth of research on peer feedback in second language writing classrooms concerning its different aspects (Lei, 2017), such as the students' peer feedback incorporation, their views on peer feedback, the impact of training on the quality of peer feedback, the effectiveness of peer feedback compared to teacher feedback and self-feedback (e.g. Altay, 2018; Cheng & Warren, 1997; Huang, 1995; Min, 2006; Nelson & Murphy, 1993; Subaşı, 2014). Along with the findings of these studies, the benefits of peer feedback have been recognized in literature as improving students' reflective thinking abilities, fostering learner autonomy, and contributing to students' social skills by enabling them to work collaboratively (Guerrero & Villamil, 2000; Hu, 2005; Yu & Lee, 2016). On the other hand, some studies have yielded contradictory results and questioned the impact of peer feedback on students' writing skills development (Leki, 1991; Zhang, 1995), which shows that the effectiveness of peer feedback still needs further investigation. As one of the state universities in Turkey, College of Foreign Languages at Gazi University adopts the process approach to writing, and it is one of the institutions in which the effectiveness of peer feedback practices in academic writing classes requires close examination.

1.2. Statement of the Problem

There are several reasons that prove the need for the present study. First of all, no other studies conducted in Turkey have analyzed EFL students' and EFL instructors' views on peer feedback practices together with the level of students' peer feedback incorporation into essay revision. This study is important in that it presents both practical and perceptional reflections of Turkish EFL students' peer feedback practices by using multiple sources of data from students and their

instructors. Second, most of the research studies on peer feedback have focused on students, taking them as the main beneficiaries of the writing process. However, they report only one side of the story since peer feedback is a social and collaborative activity which also involves teachers as the coordinators of their students' peer feedback practices (Vorobel & Vasquez, 2014). In this sense, exploring teachers' views on the effectiveness of their students' peer feedback process and their related suggestions is also crucial as teachers also have a share in shaping the nature and the quality of students' peer feedback practices.

In addition to the gap in literature, the peer feedback practices in the research site require further investigation. In ELT/ELL Preparatory Program in the College of Foreign Languages at Gazi University, which is the site for the study, along with the other main skills, writing is also attached great importance as a skill which the students are expected to develop gradually from paragraph to essay level. In ELT/ELL Preparatory Program, ELT (English Language Teaching) and ELL (English Language and Literature) major students receive their preparatory language education before they start studying in their departments. In the academic writing classes this program offers, a process approach to writing is adopted requiring students to write multiple drafts and get feedback, and in-class peer feedback sessions have also been implemented in the program for three years.

Before starting the peer feedback sessions in 2018-2019 academic year, some of the instructors who newly joined ELT/ELL preparatory program explained their concerns regarding the effectiveness of students' peer feedback practices and came up with questions related to the organization and implementation of these sessions, such as how they would pair the students, how they would monitor the class, when and to what extent they should interrupt the pairs during peer feedback sessions and so on. Moreover, as one of the instructors who have run the peer feedback practices in her composition classes for three years, the researcher also found herself questioning the extent to which these peer feedback practices are found effective by the students and the instructors in the other composition classes in ELT/ELL Preparatory Program. All these concerns and motives led the researcher, as the coordinator of the ELT/ELL preparatory program, to analyze the EFL

students' and EFL instructors' views on the effectiveness of peer feedback exchange practices in their academic writing classes, and to investigate their suggestions for improving these practices.

Considering these points, this comprehensive study aims to contribute to the literature by shedding light on Turkish EFL students' peer feedback practices in many levels and aspects, including the level of students' peer feedback incorporation into their essay revisions, the students' and their instructors' views on the effectiveness of the peer feedback practices, and also their suggestions for improving these peer feedback practices.

1.3. Aims of the Study and the Research Questions

Taking the aforementioned benefits of peer feedback practices in second language writing classrooms as the starting point and considering the gap in literature and the problems in the institution, this study aims to analyze the students' peer feedback practices in ELT/ELL preparatory program at Gazi University, and to maximize the effectiveness of peer feedback practices in the program. Specifically, this study aims to investigate the extent to which EFL students incorporate peer feedback into their essay revisions, to explore EFL students' and EFL instructors' views on the effectiveness of peer feedback practices, and to learn student and instructor suggestions for improving these practices.

Considering these aims, the study addresses the following research questions:

1) To what extent do EFL students in a university composition class incorporate peer feedback into their essay revision?
2) What are EFL students' views on the effectiveness of their peer feedback exchange practices in their composition class?
3) What are EFL instructors' views on the effectiveness of their students' peer feedback exchange practices in their composition class?
4) What are EFL students' and EFL instructors' suggestions for improving the peer feedback exchange practices?

1.4. Significance of the Study

The results of this study might offer important pedagogical implications. First of all, the instructors might gain valuable insights into students' views on peer feedback practices along with their peer feedback incorporation, which might enable them to see how they can complement the peer feedback their students received in the best way and increase the quality of their students' written products. In addition, the instructor and student suggestions discussed in the study might contribute to the instructors' reflections on the way they coordinate their students' peer feedback practices, and guide them on the way to implement their students' peer feedback practices in a more effective way. Moreover, it might also provide implications for program and curriculum developers for academic writing courses in higher education institutions.

1.5. Definitions of Key Terms

The key terms frequently used throughout this study are as follows:

Process Approach: Process approach is referred to as an approach emphasizing the process of writing rather than the written product as an outcome. In this approach, students go through interactive stages of prewriting, drafting, revising, editing, which are intervened by teacher or peer feedback during the writing process.

Feedback: Feedback is referred to as "a written or oral comment made in order to provide useful information on a written text for further revision development.

Peer Feedback: Peer feedback refers to the collaborative activity in which students comment and exchange feedback on their essay drafts in oral and written form.

Peer Feedback Incorporation: Peer feedback incorporation is intended to mean the changes students made based on the peer feedback they received from their peers.

Effectiveness of Peer Feedback: The effectiveness of peer feedback is referred to as the students' positive views regarding the contribution of peer feedback to the improvement of their essays.

Revision: Revision is referred to as the alterations made by students that could be observed between the first and final drafts of their essays.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Presentation

This chapter presents an extensive review of literature divided into 5 main sections. The first section addresses the theoretical framework for the study. In the second section, approaches to second language writing are introduced, and the third section discusses process approach to second language writing. The fourth section covers the place of feedback in second language writing, including teacher and peer feedback. Lastly, the fifth section focuses on the bulk of research on peer feedback in second language writing classrooms, including the Turkish context.

2.1. Theoretical Framework for the Study

The foundations and the support for the use of peer feedback in process-based second language writing classrooms is seen to be grounded in several interrelated theories from different disciplines, such as second language acquisition (SLA), educational psychology, and applied linguistics (Yu & Lee, 2016, p. 463). As this study takes students' peer feedback practices as a sociocultural and collaborative activity that leads students to be inner-directed learners, the case is analyzed within the frameworks of sociocultural theory (SCT) (Vygotsky, 1978), collaborative learning theory (CLT) and self-regulated learning (SRL) theory.

Sociocultural theory (SCT) by Vygotsky (1978) and collaborative learning theory (CLT) focus on the social aspect of learning, and they attach great importance to L2 learners' social interaction as a vital component of language learning and cognitive development processes during their peer feedback exchange processes

(Yu & Lee, p. 464). According to sociocultural theory, learning process takes place in a sociocultural context rather than by the individual only, and it is fostered by the interaction in that context (Lantolf & Pavlenko 1995; Lantolf & Thorne, 2006). In this theory, learning is "embedded within social events and occurring as a child interacts within people, objects and events in the environment" (Vygotsky 1986, p. 287). In other words, learning is described as an inherently social process in sociocultural theory, which is activated through the Zone of Proximal Development (ZPD) (Lin, 2015, p. 11). Vygotsky (1978) defines the ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86), which is also referred to as more knowledgeable other (MKO). The visualization of the ZPD is given in Figure 2.1 below:
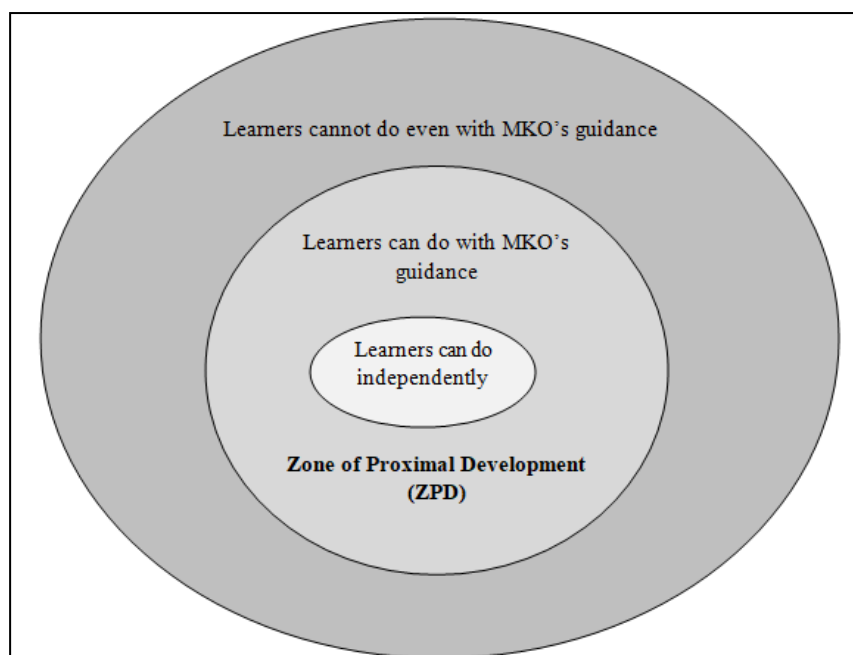
Figure 2.1. Vygotsky's Zone of Proximal Development

(Source: Sideeg, A. (2016). Bloom's taxonomy, backward design, and Vygotsky's zone of proximal development in crafting learning outcomes. *International Journal of Linguistics, 8*(2), p. 175.)

Within the zone of proximal development, mental tasks like thinking, reasoning, and problem solving can be fulfilled not only by individuals themselves but also in collaboration with peers (Wertsch & Rogoff 1984, as cited in Lin, 2015). Thus, within the concept of ZPD, more skilled users of language can provide their peers with new ideas and the peers can go through a mutually beneficial social learning process. Scaffolding provided by peers also acts as a mediating tool to promote learners' ZPD and it plays a significant role in language learning context. Thus, collaborative learning theory emphasizes the importance of collaboration for L2 learners' improvements in writing skills (Liu & Hansen, 2002). Along with these discussions, it is considered that collaborative learning process among peers improves students' cognition by enabling them to interact with more competent peers and helping them develop their conceptual potential (Lin, 2015). According to this theory, peer feedback promotes collaboration and interaction among students by offering a facilitative socio-interactive environment, and contributes to L2 learners' language learning process (Hu & Lam, 2010).

As Vygotsky's ZPD was initially introduced to enhance basically children's learning and development, it brought certain limitations considering the modern higher education. Wells (1999) advanced the sociocultural theory and expanded it to the adults' learning. First, according to Wells, learning is a life-long process for human beings that last for their lifetime, and ZPD applies not only to children but also to adults, including people of all ages at different stages of their lives. Secondly, Wells explained the guided external assistance in the ZPD from a broader perspective, and he suggested that learners can get help not only from a more knowledgeable person, but also from peers and other different sources. Emphasizing the benefit of peer feedback exchange in groups, he proposed that group members can achieve more than they could alone even though they might not be more knowledgeable than each other as it is not possible for the group members to be superior to the others in all respects. Moreover, learners can also receive assistance from books and the internet instead of the human sources (Zhang, 2018, p. 17). Finally, contrary to Vygotsky's (1978) claims that there is a fixed upper bound for the learner's of ZPD, Wells claims that the ZPD has a dynamic nature and it is established by the interaction between the learners during

their participation in an activity. Thus, peer feedback exchanges in second language writing classrooms correspond closely to the sociocultural theory as it gives students numerous chances to co-construct their knowledge and skills within the boundaries of each others' ZPD. When learners interact with their peers, they can realize and fulfill their potential in terms of their writing skills, linguistic awareness and critical thinking in a better way.

The sociocultural theory also informs the principles of Communicative Approach to language teaching. Communicative approach has been a dominant approach since the early 1980s, and in this approach, the main aim is to develop students' "communicative competence", which is defined by Hymes (2001) as being able to interact and communicate with others by using the language appropriately in different social contexts/speech communities (as cited in San Martin, 2015, p. 9). As Larsen-Freeman (1986) suggests, "students are, above all, communicators. They are actively engaged in negotiating meaning – in trying to make themselves understood – even when their knowledge of the target language is incomplete" (p. 131). Moreover, in Communicative Approach, students carry out the communicative tasks in small groups by interacting with each other. During students' learning process, teachers act as facilitators of their students' learning and managers of classroom activities (Larsen-Freeman, 1986), which might also be considered as scaffolding as MKOs in sociocultural theory.

Theoretical support for the place of peer feedback in second language writing classrooms is also found in Self-Regulated Learning (SRL) Theory. Zimmerman (2008) defines self-regulated learning as "self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill, such as writing." (p. 166). To put it another way, SRL is regarded as a learning process in which learners direct their self-generated thoughts, feelings and behaviors towards acquiring a skill by setting goals, using individual strategies and observing their own improvements. Figure 2.2 on the next page presents a model of self-regulated learning as developed by Nicol & Macfarlane-Dick (2006):
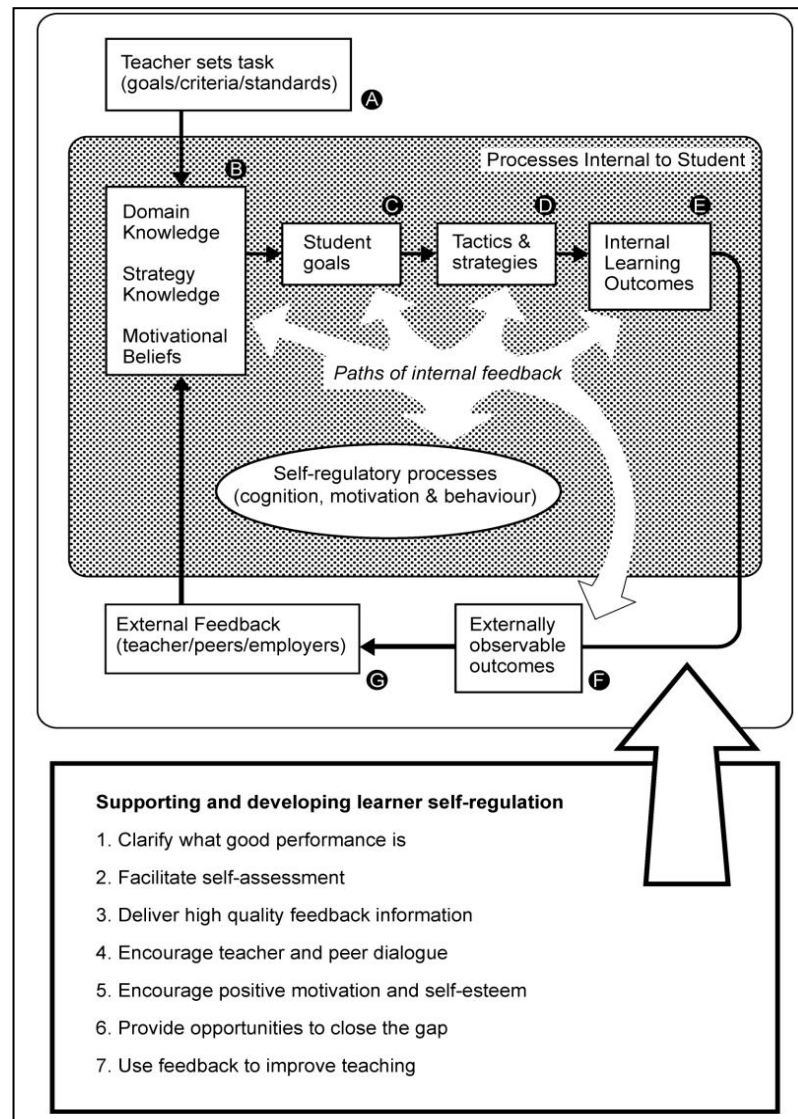
Figure 2.2. A Model of Self-regulated Learning

(Source: Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31, p. 203.)

In essence, SRL puts emphasis on cognitive and metacognitive learning processes learners go through with the help of their teachers. Specifically, instead of learning on their own, SRL highlights the effectiveness of interaction with and external assistance from others, including their teachers and peers. Self-regulated learners critically evaluate the external feedback with respect to their learning goals, they make the necessary changes, additions and adjustments based on the feedback

(Butler & Winne, 1995), which all require learners to go through multiple cognitive and meta-cognitive and interactive processes. Obviously, if peer feedback activities are well-designed and implemented in second language writing classrooms, they help students become self-regulated learners (Nicol & Macfarlane-Dick, 2006, p. 199, as cited in Zhang, 2018).

2.2. Approaches to Teaching Writing

Writing is a described as a complex skill which requires writers go through multiple cognitive processes (Zamel, 1983). It is considered to be the most difficult language skill for language learners to be mastered compared to the other skills (Kroll, 2001). As cognitive skills are involved in the process of writing, both L1 and L2 writers might confront difficulties while producing a piece of written text, as suggested by Kroll (1990):

> Writing is frequently a difficult skill for any language user, which is to say that writing presents as fairly challenging task for both native and nonnative speakers. For English as a second language (ESL), it seems fair to say that writing academic papers is particularly difficult. ESL students must learn to create written products that demonstrate mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language, a Herculean task given the possibilities for error. It is partially the multiplicity of skills involved which contributes to the overall difficulty of writing. (p. 140)

The complexity of writing skill is considered to be resulting from the intricacy of its nature from both cognitive and sociocultural aspects (Kroll, 1990; Peregoy & Boyle, 2005). Producing a piece of writing with correct and coherent explanation of ideas is regarded as a considerable achievement for both L1 and L2 writers, as they are required not only to have a confident level of writing conventions and linguistic knowledge, ranging from syntax, grammar, mechanics, word choice, content and organization, but also to consider the audience and the purpose of their message (Celce-Murcia, 1991). Considering the similarities between first and second language writing processes, approaches to teaching second language writing have been claimed to be affected by, and to some extent, parallel to the approaches in teaching L1 writing (Peregoy & Boyle, 2005, p. 209).

Up to the 1980s, ESL learners' writing practices focused mainly on grammar and accuracy. Until the early 1960s, these practices were governed by the principles of audio-lingual method (ALM), which highlighted students' practicing punctuation and grammatical structures by copying the sentences provided by the teachers (Reid, 1993). In the 1970s, although the focus was still on grammar and accuracy, there was a small directional change in ESL writing, leading to *Controlled Composition Approach* to writing. Also referred to as Guided Composition Approach, Controlled Composition Approach was considered to have originated from Charles Fries's Oral Approach (Silva, 1990, p. 12). In this approach, writing is first taught sequentially through strictly controlled sentence exercises and paragraph manipulations done by students, including fill-ins, substitutions, transformation and completions (Raimes, 1991). Learning to write is considered as an exercise of habit formation, as emphasized by behaviorist approach, and student writers are expected to only operate on the previously learnt language structures rather than producing new ones, which is apparently seen as an effort to minimize the impact of learners' first language intervention in and to support their correct second language use (Silva, 1990, p. 13). Accordingly, the students are permitted to try autonomous writing only after they acquire a high level proficiency, and the fluency and originality in students' texts are neglected (Matsuda, 2003b; Scott, 1996).

In the mid-sixties, with an increasing recognition of students' needs in terms of producing more extended written discourse, Controlled Composition Approach was found insufficient as it did not offer an extension from controlled to free writing. Resulting from this gap, *Current-traditional Rhetoric Approach* came into existence with a combination of current-traditional paradigm and Kaplan's (1966) theory of contrastive rhetoric. According to this approach, teaching writing is mostly about teaching students how to arrange the sentences and paragraphs into prescribed patterns, and students' learning writing means their improvements in identifying, internalizing and performing these patterns (Silva, 1990, p. 14). Regarding the specific writing practices, this approach brought exercises that require students to recognize and use topic sentences and supporting examples,

copy a paragraph or essay form using an outline, and reorder the scrambled paragraphs (Raimes, 1991, p. 409).

With the increasing criticisms over controlled composition and current-traditional approaches to writing for not fostering students' creative thinking and writing, process writing approach has been adopted in both L1 and L2 writing classrooms since 1980s (Kroll, 1990). The Process Approach to teaching writing is dealt with in detail in the next section.

2.3. Process Approach to Teaching Writing

In the 1980s, with the focus of writing shifting from the written product to the process of writing itself, the concept of Process Approach was formally introduced by Zamel (1982), who explains that the focus should be on the writing process as a whole rather than the product:

> Since writers do not seem to know beforehand what it is they will say, writing is a process through which meaning is created. This suggests composition instruction that recognizes the importance of generating, formulating, and refining one's ideas. It implies that revision should become the main component of this instruction, that writing teachers should intervene throughout the process, and that students should learn to view their writing as someone else's reading. Methods that emphasize form and correctness ignore how ideas get explored through writing and fail to teach students that writing is essentially a process of discovery. (p. 195)

As also highlighted by Zamel (1982), in process approach, student writers concentrate on the process in which they developed their written texts, rather than the written texts as outcomes. According to this approach, writing in both first and second language is regarded as a problem solving process due to its dynamic nature, and the form does not get as attention as the meaning of the written text, as suggested by Silva (1990):

> From a process perspective, then, writing is a complex, recursive, and creative process or set of behaviors that is very similar in its broad outlines for first and second language writers. Learning to write entails developing an efficient and effective composing process. The writer is the center of attention – someone engaged in the discovery and expression of meaning; the reader, focusing on content, ideas, and the negotiating of meaning, is not preoccupied with form. (p. 15-16)

Differing from the other approaches with its recognition of writing as a process, process approach also "provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)" (Applebee, 1986, p. 96).

The dynamic nature of writing requires student writers to go through several interrelated stages in the process of writing. The stages of writing process as suggested by White & Arndt (1991) are illustrated in Figure 2.3 below:
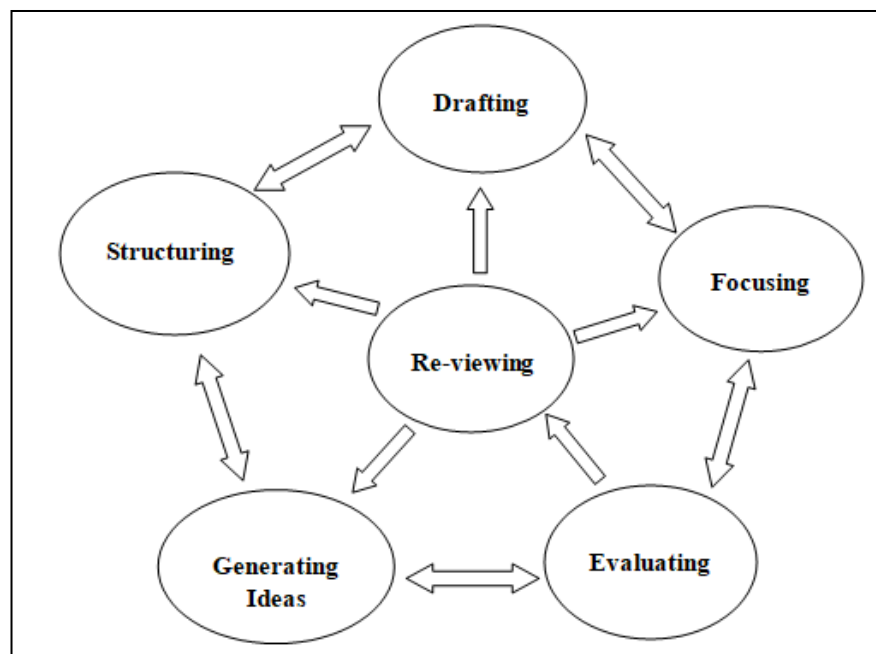
Figure 2.3. The Stages of Process Writing

(Source: White, R. , Arndt, V. (1991). *Process writing*. London: Longman, p. 4.)

As it is displayed in Figure 2.3, writing is an iterative and non-linear process as writers move back and forth between the stages. Although the sequence of the stages in the process are introduced by White & Arndt (1991) as generating ideas, focusing, structuring, drafting, evaluating and re-viewing respectively, there are interactions between the stages affecting one another, resulting from the decision-making processes that writers go through at each stage.

Considering that writing process necessitates organizing ideas and conveying meaning, getting started is regarded as hard and obstructive for writers. Therefore, generating ideas at the first stage is vital. Idea generation can be achieved by brainstorming, free-writing, asking questions, note-taking and using visuals in the forms of mind maps (Coffin et al., 2003, p. 35), and the ideas generated in this stage are evaluated.

During the focusing stage, writers strive to identify the focal ideas to be covered in their writing considering the purpose and the audience of the task. Upon finding the ideas, writers structure the organization of their texts by arranging, grouping and sequencing the ideas to be included. However, the continuous reorganization of ideas is fundamental at this stage and writers can readjust the organization of the ideas if new ideas are generated during the writing process (White & Arndt, 1991, p. 79).

Having passed through the stages of generating ideas, focusing and structuring, which are also called the pre-writing stages, writers move from writer-centered writing phase to the reader-centered writing phase in drafting stage (Peregoy & Boyle, 2005). In this stage, White & Arndt (1991) recommend following at least one "write-revise-write" cycle (p. 100), preferably having two cycles and producing three drafts in order to raise the quality of their writing.

After writing multiple drafts, the next stage for writers is the evaluation stage. In contrast to common student belief that it is their responsibility to write and the teacher's to evaluate and give feedback, in Process Approach, writers are expected to take over the responsibility and the ownership of their texts in the evaluation stage, and they themselves need to decide whether their texts have reached a satisfying level. Therefore, there is collaboration between teachers and student writers during all the stages, and getting feedback from both teachers and peers in the evaluation stage is a crucial aspect of process approach (Coffin et al., 2003). White & Arndt (1991) claim that feedback exchanges with other people will increase their self-assessment skills: "By learning to evaluate other's writing, and responding in turn to evaluation of their own, students will gradually build up that

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capacity for self-assessment which is such a vital element in the process of writing." (p. 117). Furthermore, as most students assume that evaluating a piece of writing means looking for and marking mistakes and they tend to focus on finding grammar, spelling and punctuation mistakes, the importance of pre-training student writers is highlighted in text evaluation with the help of questions and criteria in order to focus their attention to the coherence of the text, rather than the accuracy (Berg, 1999b, p. 23).

This pre-training can be provided by giving students a sample text to analyze and a checklist including discussion questions related to the sample text. By this way, student writers practice evaluating a text and giving feedback. In the evaluation stage, due to the interactive nature of the writing process, teachers also act as a role model for students by being a responder and a live audience of the text, rather than a marker (Keh, 1990) and they evaluate students' texts multiple times. Teachers can respond to students' texts either individually or they can respond to one or two students' drafts publicly in the class if giving individual responses is not feasible. Another procedure suggested for the evaluation stage is conferencing (Keh, 1990; Mangelsdorf, 1992; Topping, 2009). Conferencing sessions can be arranged either during or after the writing process and it can be designed as teacher-student or student-student feedback sessions.

The final stage in the writing process is writers' re-viewing their texts by checking the context (audience, purpose, form), checking the connections and divisions of ideas, assessing the impact of the language, and finally, making markings and corrections on the surface level mistakes, including grammatical accuracy. Regarding the teachers' correcting and marking student writing, the cooperation between teacher and students should be maintained, as also highlighted in the previous stages, and teachers and students should work on the assessment criteria together (Topping, 2009).

After the final re-viewing and assessment stage, it is also suggested that writers' work be published in order to nurture their judgment, extend their readership, and motivate them by giving them an audience, although in this way the expectations

from the texts might get higher and the writing process might be more challenging (Peregoy & Boyle, 2005).

The names and the number of stages in the process of writing are variously described in literature, all including pre-writing, drafting, and revising steps. Another detailed illustration of the writing process was provided by Coffin et al. (2003), as demonstrated in Figure 2.4 below:
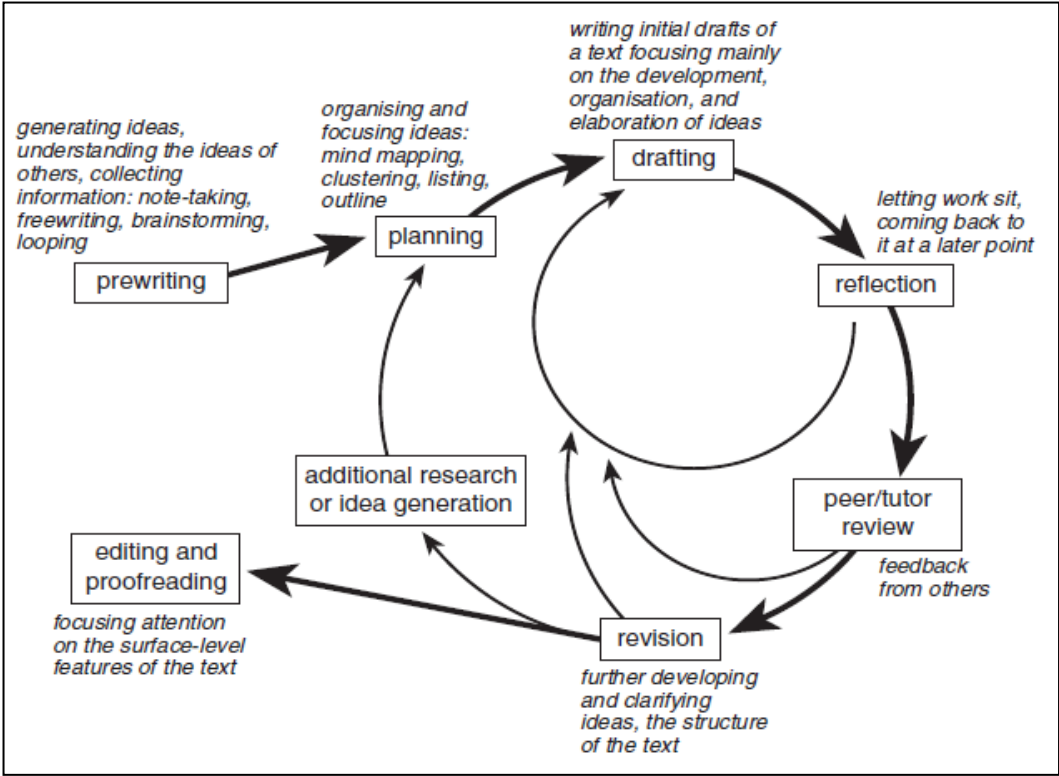
Figure 2.4. The Writing Process Approach

(Source: Coffin, C., Curry, M.J., Goodman, S., Hewings, A., Lillis, T., & Swann, J. (2003). *Teaching academic writing: A toolkit for higher education*. London and New York: Routledge. p.34.)

As it is illustrated in the stages given in Figure 2.4, process approach differs from the other approaches with its recognition of writing not only as a cognitive process including many non-linear and recursive steps but also as an interactive activity

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involving writers themselves and also teachers and other writers/peers as readers (Demirel, 2009).

2.4. Feedback in Process Approach

Feedback is commonly regarded as a crucial tool in educational context for promoting and reinforcing learning (Hyland & Hyland, 2006). In teaching second language writing, feedback is defined as "input from a reader to a writer with the effect of providing information to the writer for revision" (Keh, 1990, p. 284, as cited in Demirel, 2009).

As Process Approach highlights the effectiveness of intervention at all stages of writing (McDonough & Shaw, 2003), the sustenance during all the stages of the writing process is achieved by sufficient "time" and "feedback"given to student writers (Kroll, 1990; Raimes, 1983), which makes getting and reflecting on feedback a crucial issue in process-based second language writing classrooms when the text is under development. Complementing self-feedback whose existence is apparent in all stages of writing, teacher feedback and peer feedback are the main sources of feedback in process-based second language writing classrooms (Harmer, 1991; McDonough & Shaw, 1993).

2.4.1. Teacher Feedback in Process Approach

Considered as a traditional and classical type of assessment, teacher feedback is the most frequently used type of feedback in second language writing classrooms (Grabe & Kaplan, 1996, p. 358). The results from several studies show that students take advantage of teacher feedback as well as peer feedback (Ellis, Loewen & Erlam, 2006; Bitchener, 2008; Bitchener & Knoch, 2008).Goldstein (2004) explains the reformative effect of teacher feedback in process-based second language writing classrooms as follows:

> Teachers, as expert readers, are able to help students identify what they need to learn or adopt in terms of effective processes and in terms of knowledge of product requirements in producing drafts and arriving at as successful a final product as possible. (p. 65)

At this point, teachers' roles during their students' writing process gain importance (Rollinson, 2005). Considering the role of teachers as responders to students rather than a grader (Keh, 1990; White & Arndt, 2001) and the impact of the multiple evaluations made by teachers during the writing process, one suggestion regarding the best possible way to respond to student writers' texts was that teachers should start by giving feedback on the content of students' early drafts, and they should reserve giving form-based feedback and editing feedback for the final drafts (Ashwell, 2000, p. 228). According to Zamel (1985), considering that students write at least two drafts, separating content feedback and form feedback also prevents students' confusion regarding the different elements they should focus on in their texts in different stages of evaluation (p. 82).

2.4.2. Peer Feedback in Process Approach

The role of peer feedback is an important issue in second language writing (Hyland and Hyland, 2006). In literature, peer feedback is referred to as "peer response", "peer review", "peer assessment" or "peer editing" (Lei, 2017; Varaprasad, 2016). Hansen & Liu (2005) describe peer feedback as a collaborative instructional activity which requires students to exchange feedback on each others' writing in pairs or small groups, and they state that it can take place in written and/or oral modes (p. 31). Along with this definition, the theories which established the framework of the study is explained in detail in the next section.

2.4.3. Benefits and Drawbacks of Peer Feedback

As a kind of formative assessment and collaborative learning tool in second language writing classrooms, peer feedback is widely regarded as an instructional tool that has the potential to help learners to develop their reflective thinking abilities and to become better thinkers and writers by working collaboratively, as it can facilitate students' writing process, encourage them to have meaning-related negotiations and support their writing skills development (Guerrero & Villamil, 2000; Hu, 2005; Zhao, 2014). The effectiveness of peer feedback in second language writing has been recognized by many scholars due to the cognitive,

social, affective and methodological advantages it offers (Baker, 2016; Harutyunyan & Poveda, 2018; Mendonça & Johnson, 1994; Villamil & Guerrero, 1996). In their article which reviews research on peer feedback in second language writing in the last decade, Yu & Lee (2016) list the instructional and socio-cognitive assets of peer feedback as improving L2 learners' writing skills when properly integrated in the revision process, raising reader awareness, and helping L2 learners improve their social skills by providing scaffolding and social support (p. 465). In terms of its affective advantages, as Chaudron (1984) claims, since students as peer reviewers notice that the other students face the same difficulties in writing as they do, peer feedback practices might reduce student writers' anxiety and increase their confidence.

The metalinguistic advantage of peer feedback related to students' improvements in their reflective skills is highlighted by Liu & Carless (2006) as follows:

> We have put arguments for peer feedback processes to develop skills such as critical reflection, listening to and acting on feedback, sensitively assessing and providing feedback on the work of others. Students can learn not only from the peer feedback itself, but through meta-processes such as reflecting on and justifying what they have done. (pg. 289)

Regarding the impact of peer feedback on raising writer awareness, Berkenkotter (1984) claims that student writers become the best audience of their texts during peer feedback exchanges, they judge the peer feedback they received and make a decision on whether to or how to act on the peer feedback while revising their texts. Hyland (2000) also asserts that peer feedback fosters students' autonomy by giving them more control over their texts and enabling them to decide whether or not to incorporate their peers' comments rather than relying only on teachers' feedback (p. 35).

Peer feedback also brings some advantages in terms of its instructional implications. As Rollinson (2005) suggests, peer feedback "at least provides a directional change from (and a complement to) the more one-way interaction between the teacher and the student" (p. 25). According to Rollinson (2005), it is clear that peer feedback encourages L2 learners to hold the ownership of their own

texts as it gives L2 learners opportunities to allocate more time for giving feedback to their peers than the overburdened teacher, to receive a bigger amount of feedback from their peers, and to have a faster and easier interaction with them. Moreover, Topping et al. (2000) claim that peer feedback might improve students' motivation, self-confidence, social and communication skills and it might help them develop empathy and sense of responsibility.

Despite the advantages that peer feedback offers, it has also led to some doubts regarding its effectiveness and value (Min, 2005). To illustrate, students fail to give concrete and useful feedback to their peers when they do not have the linguistic knowledge and skills necessary for peer revision, which might result in student concerns related to the quality of peer feedback they received (Leki, 1990; Min, 2005). As Rollinson (2005) suggests, students might also "need a significant amount of initial persuasion of the characteristics value of peer feedback, since they may not easily accept the idea that their peers are qualified to act as substitutes for the teacher, and critique their writing." (p. 26).

In terms of the function and type of peer feedback students gave each other, another drawback is that students may only focus on addressing surface errors, such as grammatical problems, and they may fail to provide constructive feedback in terms of meaning, content and organization while giving peer feedback (Keh, 1990; Myles, 2004; Stanley 1992).

In addition to these controversial aspects, the drawbacks of peer feedback regarding its implementation are listed by Rollinson (2005). He claims that peer feedback process itself takes a considerable amount of time as learners need to read their peers' drafts a few times, write comments/notes, have negotiations, reach an agreement with each other in collaboration, and make the necessary changes. He also asserts that it is vital for learners to have pre-training before starting peer feedback sessions in order to gain the necessary social and communicative skills, which is also time-consuming (p. 25). Besides these time constraints, especially in second language writing classrooms, learners' characteristics, such as their ages and sociocultural backgrounds, are also claimed

to affect the learners' willingness to participate in peer feedback practices and the efficiency of these practices. As Hyland & Hyland (2006) suggest, "although teachers and students are not prisoners of their origins or of the communities in which they habitually participate, human cognition and learning is rooted in cultural environments and influenced by the discursive practices of their social groups" (p. 12).

In addition to students' cultural backgrounds, the culture of learning might also have an effect on students' reactions to the novelties in the educational system and although students might not recognize its effects, the culture of learning plays a role in the effectiveness of their teaching and learning processes (Cortazzi & Jin, 1996; Karabıyık, 2008). The culture of learning in Turkish context, including foreign language learning, is mainly described as traditional, teacher-dominated and authority-oriented (Yılmaz, 2007; Yumuk , 2002; as cited in Karabıyık, 2008), which might hinder the development of learner-centered teaching and the effectiveness of peer feedback activities in learner-centered writing classrooms.

Furthermore, Rollinson also finds teachers' role as the supervisor of students' peer feedback practices important (p. 26). The teachers might find it hard not to interfere and give additional feedback during peer feedback sessions, which might result in the loss of the learners' motivation and engagement. What is more, as teachers might not be able to monitor each pair or group simultaneously, they might think that students should not be given the responsibility for providing feedback to each other.

2.5. Research on Peer Feedback in Second Language Writing

Peer feedback in second language writing has been widely investigated. Sticking to the higher education context of this study, this section first reports the findings of studies on peer feedback in higher education context in EFL/ESL settings. Then, a review of the studies conducted in Turkish higher education context is provided.

2.5.1. Research on Peer Feedback in Higher Education Institutions

A number of studies (e.g. Nelson & Murphy, 1993; Suzuki, 2008; Villamil & Guerrero, 1998) have been conducted on peer feedback practices in EFL/ESL writing classrooms at universities, regarding students' incorporation of peer feedback, student views and perceptions of peer feedback, students' attitudes towards participating in peer feedback practices, and also the impact of training on peer feedback.

In terms of students' peer feedback incorporation, studies conducted so far have shown that EFL students mostly incorporate more than half of the peer feedback they received, depending on their interactions and negotiations with their peers and also the type and the nature of the feedback. One of the first investigations into students' incorporation of peer feedback while revising their writing was pursued by Nelson & Murphy (1993). They aimed to find whether ESL learners incorporate their peers' suggestions while revising their paragraph drafts and what factors help them to use or not to use these suggestions. Analyzing the videotaped interactions of their 4 participants in their peer feedback groups and their drafts, they observed that the students mostly incorporated their peers' suggestions while revising their drafts, and the rate of the incorporations depended on whether their interactions were cooperative in nature or not.

In another study, Mendonça & Johnson (1994) analyzed the peer negotiations of 12 advanced ESL students in their peer feedback sessions and the impact of these negotiations on their text revisions. The analyses of the audiotaped peer negotiations, student drafts and post-interviews revealed that the students found these peer feedback sessions helpful in general, and they selectively accepted their peers' comments (53%), which indicates that students decided on peer feedback incorporation themselves rather than passively accepting the peer feedback they received.

Aiming to analyze how students made revisions on their final drafts based on different feedback types they received, Villamil & Guerrero (1998) examined the

impact of peer revision on 14 Spanish ESL learners' final drafts of two different text types. The analyses of students' audiotaped interactions in their peer feedback sessions and the comparisons of their drafts indicated that students incorporated 74% of the peer feedback they received, and they predominantly incorporated peer feedback on the grammar aspect.

The studies in Chinese context also showed that students mostly made surface-level revisions upon receiving peer feedback. Huang (1995) explored 45 Chinese students' perceptions on the effectiveness of peer evaluation groups. The results showed that students mainly discussed grammar, mechanics and word use in their peer review groups, and mostly believed that they benefitted from peer feedback practices.

In another study in Chinese context, Ting & Qian (2010) analyzed the level and types of peer feedback incorporation of 11 Chinese EFL students and the impact of peer feedback on the improvement students' texts by successful revision. The findings demonstrated that students incorporated a big amount of peer feedback into their text revisions, and they mostly made surface-level revisions based on the peer feedback they received. It was observed that the revisions led to improvements in terms of accuracy in students' essays and peer feedback practices triggered self-revision and critical analysis of texts.

The impact of different types of peer interactions on students' peer feedback incorporation has also been explored in the study conducted by Yang & Wu (2011). Including 25 Taiwanese EFL students in their study, they analyzed the impact of students' having one-way peer interactions versus extensive and reciprocal peer interaction in an online platform on their essay revisions. Their findings showed that while students' one-way interactions resulted in local revisions made only on grammatical accuracy, the students having reciprocal interaction made both local and global revisions, including revisions in terms of organization and development of the text.

As one of the most recent studies on students' peer feedback incorporation, Lei (2017) examined the level of 32 English major students' peer feedback incorporation and also their attitudes towards peer feedback. The analyses of students' drafts, their peers' written feedback and the student interviews showed that the students generally had a positive attitude towards peer feedback and they accepted and incorporated about 67% of their peers' feedback.

In addition to peer negotiations and interactions, students' perceptions and views on peer feedback have also been extensively researched by many researchers. In one of the earliest studies, Mangelsdorf (1992) explored 40 students' perceptions on their peer feedback practices through student reports, and she also included teacher views in the study. The results indicated that many of the students found peer feedback beneficial for revising the content of their essays, claiming that they gained new perspectives after getting peer feedback, which were parallel to the teacher comments. However, as some students were reported to complain about their peers' inability to provide useful advice, careful structuring of peer feedback practices was also underlined.

Recent studies also revealed similar results. Mostert & Snowball (2013) surveyed about 400 undergraduate university students on their perceptions of peer assessment practices for their essay drafts as a part of requirements for one of their courses. The results indicated that more than half of the students either strongly agreed or agreed that peer assessment practices contributed to the improvement of their essay drafts and 56% of the students took a positive attitude towards peer assessment, although some of them reported their lack of confidence in the assessment process and their experiences of receiving contradictory or misleading feedback.

Mulder, Pearce & Baik (2014) carried out another study to explore 60 students' perceptions on their peer feedback practices through focus group interviews and surveys, and they also analyzed the impact of peer feedback on students' essay marks. The results showed that students perceived their peer feedback practices quite helpful and the students who took maximum advantage of peer feedback

practices were the ones below-median performance. It was also observed that the extent to which students benefitted from peer review depended on the level of their engagement in peer review process.

As one of the most recent studies, Harutyunyan & Poveda (2018) analyzed 44 EFL students' on EFL students' perceptions on their peer feedback practices through a questionnaire. The results indicated that a majority of students found peer feedback beneficial in terms of improving their collaborative learning, critical thinking skills and the quality of their essay composition.

The studies comparing students' perceptions on peer feedback before and after they took part in the peer feedback activity also showed that students kept their positive attitudes towards participating in peer feedback practices. In Cheng & Warren's (1997) study, the perceptions of 52 EFL students before and after performing a peer assessment exercise through pre- and post-peer assessment questionnaires and interviews were analyzed. The results revealed that although more than half of the students believed that they were not capable of managing peer assessment responsibly at first, there was a positive change in their confidence and attitudes after they did the peer feedback activity, and they were mostly in favor of peer assessment.

Similarly, Mulder & Pearce (2014) investigated how the perceptions of more than 200 undergraduate EFL students changed before and after they experienced peer feedback by using pre- and post-peer review questionnaires. The results of the pre-peer review questionnaires demonstrated that students had high expectations before taking part in peer reviews. Even though the value of peer review process was observed to fall according to the results of post-peer review questionnaires, the students' perceptions were still positive after the peer review process.

A few studies have also been devoted to EFL students' attitudes towards participating in peer feedback practices, exploring what they focus on and how they comment while giving feedback to their peers' writing. Zhu & Mitchell (2012) investigated 2 Spanish ESL students' stances towards participating in peer

feedback practices by analyzing the peer feedback sessions that the students attended and the individual interviews held with each student. The results showed that while one of the students adopted a reader-centered, active, and eliciting stance, the other student's stance was described as responding and cooperative. The stances of the students were found to be related to their motives for attending the peer feedback sessions, and it was concluded that students' motives shaped their interpretation of the task and their behaviors during their participation in peer feedback practices.

Another study on students' motives for participating in peer feedback practices was conducted by Yu & Lee (2015). They collected the data from 2 Chinese university students through videorecordings of peer feedback sessions, student texts, stimulated recall sessions and semi-structured interviews. The results indicated that whereas one of the students was motivated by learning from others as a reviewer, which resulted from his interest in English language, the other student's motive was mainly meeting the teacher/course requirement as shaped by his aim to pass the exam. It was deduced that student motives may directly affect students' participation in peer feedback practices and also their subsequent revisions.

In addition to motives and stances, research in literature has also placed emphasis on peer feedback from a cultural perspective, showing that cultural backgrounds of L2 students have an impact on students' attitudes towards peer feedback. To illustrate, the findings of Hyland's (2000) study demonstrated that Asian ESL students did not feel comfortable participating in peer feedback practices as it was not appropriate in their culture to criticize a peer's work. Therefore, this resulted in their completion of peer feedback tasks inadequately and without real interest.

Carson and Nelson's (1996) investigated Chinese ESL students' culturally shaped expectations about their roles and interaction strategies in peer feedback groups. The findings of their study also demonstrated that the students considered that the purpose of peer feedback practices is criticizing each other's drafts, and for sociocultural reasons, they displayed behaviors which were not expected in peer

feedback groups, such as having reluctance to make negative comments and giving positive comments to please their peers, avoiding expressing disagreement

Although most studies on peer feedback targeted students' views, perceptions and attitudes, there are only few studies that have addressed teacher perceptions on students' peer feedback practices. McGroarty & Zhu (1997) conducted a study on the effectiveness of students' pre-training for peer feedback, also including the teacher perceptions on their students' peer feedback practices. The results showed that the teachers of the pre-trained students strongly supported students' peer feedback exchanges as they thought their students could provide peer feedback to each other in substantial amounts and in high-quality. The teachers also underlined the fact that students should be trained as early as possible before having peer feedback sessions.

Vorobel & Vasquez (2014) also conducted a case study to explore an experienced teacher's views on the peer feedback sessions she ran in her academic reading and writing classes. Through classroom observations and interviews, they found out that the teacher believed students could provide high quality peer feedback to each other and it was also time-saving from the teacher's perspective when she considered the time she spent giving feedback. Moreover, the teacher also thought that peer feedback is a useful learning tool for students, which enables them to gain different perspectives, to learn how to negotiate on their texts and exchange useful feedback.

Considering the powerful effect of instructional methods that include modeling, practice and feedback (Van Steendam et al., 2010), several studies have also been conducted on the impact of pre-training students' on their peer feedback practices (e.g. Berg, 1999a; Min, 2005; Stanley, 1992) and they yielded the importance of pre-training students before they start their peer feedback practices. As one of the first investigations, Stanley (1992) analyzed the impact of coaching on the quality of students' peer comments in their peer feedback sessions compared to the ones of students who were just provided with a demonstration of a peer feedback session. The findings indicated that the group which received coaching had a

higher level of engagement in peer feedback sessions, and they gave more constructive and clearer feedback compared to the uncoached group.

In her study, Berg (1999a) addressed the impact of pre-training on 46 ESL students' revision types and writing quality following their peer response sessions. Dividing the participating students into two groups one of which received pre-training on peer feedback, Berg compared the drafts of both groups and found that students' pre-training led to a higher number of meaning-related revisionsand higher writing scores, indicating that pre-training contributes to the writing quality in the final draft.

Min (2005) investigated the impact of peer feedback training on 18 English-major university students' essays before and after attending peer feedback sessions. The comparison of peer comments received from students and the analysis of students' journal entries for the writing class showed that there was a significant increase in the peer comments before and after the training procedure, and also there was an increase in the number and specificity of the feedback given on global issues (idea development and organization).

Min (2006) also analyzed the differences between the aforementioned 18 English-major university students' incorporation of peer feedback before and after the peer review training. The analysis of students' revisions demonstrated that while students incorporated 68% of the peer feedback they received before the training, they incorporated 90% percent of their peers' comments after the training. Moreover, there was also an increase in the quality of revisions which were triggered by peer feedback.

Lam (2010) explored the impact of a pre-training workshop on 30 non-English major students' peer feedback practices. The findings showed that students found the training workshop beneficial in terms of giving and incorporating peer feedback more effectively and successfully. It was also found that students got more analytical regarding their own work.

2.5.2. Research on Peer Feedback in Turkish Context

Peer feedback has also triggered research in Turkish universities that teach English writing for academic purposes. In her experimental study, Öztürk (2006) investigated the influence of peer revision on 10 Turkish EFL students' second language writing skills. The participants in the control group were only engaged in self-feedback practice while the ones in the experiment group received peer feedback. The first and second drafts of all participants were compared in terms of nine language aspects, and the audio-recorded peer revision sessions of the experiment group and the think-aloud protocols of the control group were analyzed. The results showed that peer feedback contributed to the improvement of writing in eight of nine language aspects examined, and the number of revisions following peer feedback was higher than the ones made after self-feedback.

Including 86 participants, Kurt & Atay (2007) analyzed the impact of peer feedback on Turkish ELT major students' writing anxiety. While the students in the control group received teacher feedback, the students in the experimental group received peer feedback upon having two pre-training sessions. The results showed that students in the peer feedback group had a lower level of anxiety, and they mostly found peer feedback useful. Students also reported that their peers could identify their mistakes and helped them to look at their essays from a different perspective.

Aiming at developing a complementary peer-teacher feedback model, Demirel (2009) carried out an experimental study with 57 EFL students at a state university in Turkey. In the study, the experimental group received feedback within a complementary peer-teacher feedback model and the control group only received teacher feedback. After looking at the participants' revisions, their pretest and posttest scores on their writing ability, the questionnaires and the student reflections, the findings indicated that the traditional teacher-feedback and the complementary peer-teacher feedback models did not show any difference in terms of revision quality or writing improvement despite the higher number of revisions in the traditional teacher feedback model.

In an attempt to learn their perceptions of peer feedback before and after training, Duruk (2016) conducted a phenomenological study with 25 university students at a state university in Turkey. Designing a three-phased peer feedback training program and shaping the steps for each phase based on student reflections, the researcher had semi-structured interviews with the students at the beginning and at the end of the study. The results showed that students' awareness about the benefits of peer feedback and their positive attitude towards peer feedback showed an increase after being exposed to pre-training.

Subaşı (2014) investigated the impact of training on students' giving written peer feedback at a state university in Turkey. Including 36 Turkish EFL students in the study, she divided the participants as experimental and control group. Although the students in both groups were introduced to the steps of process approach to writing by reading articles, discussing and analyzing the guidelines for giving feedback and a series of former students' first to polished drafts, only the students in the experimental group were given further training on giving written feedback. For 3 different text types assigned to students in both groups, the comparison of students' writing scores between and within each group demonstrated that the students in the experimental group improved the quality of their writing more than the ones in the control group.

Altay (2018) analyzed 67 Turkish EFL students' views on paragraph writing and feedback exchange practices in a wiki environment and also examined the impact of teacher and peer feedback on their writing performances. The results showed that using wiki had a positive impact on their writing performance although there was no significant difference between teacher and feedback group in terms of their writing performance.

Based on the bulk of research reviewed in this chapter, it is seen that a plethora of research have been conducted on peer feedback in second language writing classrooms both in international and Turkish context. Most of these studies have analyzed the issue of peer feedback from students' eyes and by focusing on one aspect of it, such as students' peer feedback incorporation, students' views and

perceptions on peer feedback, students' attitudes towards attending peer feedback, and the impact of training on the effectiveness of peer feedback. Therefore, it is clear that there is a need for a comprehensive study analyzing the issue of peer feedback through a broader lens, by including both students and instructors as the stakeholders of the peer feedback practices and by using multiple data sources. Considering this gap in literature, especially in Turkish context, this study aims to contribute to the literature by analyzing the issue of peer feedback in both practical and perceptional terms with a case study design, by investigating students' peer feedback incorporation into their essay revision along with both students' and instructors' perspectives, including their views and suggestions. In addition, the findings of the study are expected to contribute to the effectiveness of the peer feedback in the institution and the conclusions which arise from the findings of the study might offer valuable pedagogical implications for EFL instructors, program and curriculum developers for EAP programs which adopt process based approach to writing.

CHAPTER 3

METHODOLOGY

3.0. Presentation

In this chapter, the research methodology employed in the study is presented under six subheadings. The research design, research setting, participants, data collection and analysis procedures, ethical issues, and trustworthiness of the study are explained in detail respectively.

3.1. Research Design

This study aimed to gain an in-depth insight into EFL students' peer feedback practices at Gazi University, which is one of the oldest and well-established state universities in Turkey. Specifically, the four main research questions addressed the extent to which EFL students incorporated peer feedback into their writing, EFL instructors' and EFL students' views on the effectiveness of the peer feedback exchange practices, and their suggestions for improving these practices.

Sticking to the characteristics of qualitative inquiry, such as collecting data in its naturalistic setting, making the researcher the key instrument with interpretative lenses in the data analysis process, using multiple methods to develop a holistic picture (Creswell, 2013, p. 45), a case study design was adopted for this study to pursue the research questions. Creswell describes case study research as follows:

> Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews, audiovisual material, documents and reports) and reports a case description and case themes. The unit of analysis in the case study might be multiple cases (a multisite study) or a single case (a within site study). (p. 97)

As it is seen in Creswell's definition, if "the researcher focuses on an issue or concern, and then selects one bounded case to illustrate the issue" (p. 99), it is considered as a single case study. In parallel with Creswell's (2013) definition, Merriam (1998) describes the features of a case study as "inherently bounded, with a finite amount of time for data collection or a limited number of people who could be interviewed or observed" (p.27). As this study aims to investigate EFL students' peer feedback practices as an issue at a specific period and limited amount of time in a specific single context by including a specific number of students and instructors as participants, it is a single case study in nature.

As Creswell (2013) puts it, the most distinctive feature of a good case study is that it provides an intensive description and an in-depth understanding of the case by using multiple data collection instruments, such as observations, interviews, audiovisual materials, documents and reports (p. 98).Stake (2003), considering case study research as a choice of what to study rather than a research methodology (as cited in Creswell, 2013, p. 97), suggests that case to be studied gains importance while deciding on the case study research method and adds that case studies might also have quantitative aspects:

> Case studies have become one of the most common ways to do qualitative inquiry, but they are neither new nor essentially qualitative. Case study is not a methodological choice but a choice of what is to be studied. By whatever methods, we choose to study the case. We could study it analytically or holistically, entirely by repeated measures or hermeneutically, organically or culturally, and by mixed methods - but we concentrate, at least for the time being, on the case. (p. 134)

In this study, multiple data collection tools were used to gather data from EFL students and EFL instructors. In order to collect data from EFL instructors, semi-structured interviews were conducted. For collecting data from EFL students, the audiorecordings of students' peer feedback sessions, students' writing portfolio documents including their essays and peer feedback checklists, student surveys, and stimulated recall sessions were employed as data collection instruments. Considering the features of these multiple data collection tools, this study is basically a case study which also has quantitative aspects.

Regarding its specific type, this study is an instrumental case study. In instrumental case studies, the main aim is to get an in-depth understanding of the issue with the help of the thick description of the case. Stake (2008) describes an instrumental case study as follows:

> I call it *instrumental case study* if a particular case is examined mainly to provide insight into an issue or to redraw a generalization. The case is of secondary interest, it plays a supportive role, and it facilitates our understanding of something else. The case still is looked at in depth, its contexts scrutinized, its ordinary activities detailed, but all because this helps the researcher to pursue the external interest. (p. 123)

As it is suggested by Stake (2008), the aim of this study is to gain a profound insight into the issue of EFL students' peer feedback practices by taking the description of the case in its context as an instrument for analysis. Therefore, it is a single instrumental case study.

In accordance with all these definitions and descriptions of case study research, it is clear that single instrumental case study design was best suited for this study as it aimed to investigate the issue of EFL students' peer feedback practices by using multiple data collection tools and by including a specific number of EFL students and EFL instructors (100 EFL students and 9 EFL instructors) in a specific context (a state university in central Turkey) within a limited period of time (2018-2019 spring term), regarding EFL students' incorporation of peer feedback into their writing, EFL students' and EFL instructors' views on the effectiveness of peer feedback practices and their suggestions for improving these peer feedback exchange practices in the institution.

3.2. Research Setting

This study was conducted in the College of Foreign Languages at Gazi University in Ankara, Turkey. The academic year in the College of Foreign Languages begins in September and ends in June, covering two terms. At the beginning of each academic year, students take a proficiency exam which is administered by the College of Foreign Languages. The students getting at least 60 out of 100 in this exam directly start their departmental education in their faculties, and the ones scoring lower than 60 are required to improve their English in the College of Foreign Languages. In each

term, the students are taught English every week from Monday to Friday in 20-24 class hours. There is a co-teaching system in the institution, and two instructors teach one class during the term by also sharing the class-related responsibilities (e.g. grading the quizzes, recording students' absenteeism info). All language skills are given equal emphasis in the course syllabus, and the skills are taught and practiced in an integrated way with the use of language course books and language skills books by well-known publishing companies. The Program and Material Development Unit in the institution develops materials and portfolios for supplementing the instructors' use of these books and enriching the quality of the students' learning process. In each term, students are graded through eight portfolio quizzes (e.g. writing portfolios, online assignments, presentations, skit projects), which serve the formative assessment of their language learning process. In addition to these portfolio quizzes, the Testing Office in the institution prepares pop quizzes and midterms each term for the summative assessment of the students' language learning.

Based on the students' departments and language levels, the English preparatory program is divided into two parts, which are General English Preparatory Program, and ELT/ELL Preparatory Program. The students in both programs receive their education simultaneously during the academic year but they follow different syllabuses.

The General English preparatory program includes students from the faculties of engineering, economics and administrative sciences, architecture, and medicine. After the proficiency exam, the students in this program also take the placement test prepared by the Testing Office, and they start their preparatory school education in language classes which are offered according to their language levels based on their placement test scores. The program offers language classes in starter, elementary and pre-intermediate levels. In this program, there are 72 classes, 85 instructors and about 1.200 students.

ELT/ELL Preparatory Program, which is the site for the research study, houses 120 English major students, including 75 students whose major is English Language Teaching (ELT) and 45 students whose major is English Language and Literature (ELL). Gazi University was split with the parliamentary legislation

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which was approved in May, 2018, and Hacı Bayram Veli University, which is also a state university, was created by transferring some of the existing departments of Gazi University, including the ELL department as well. The ELL students in ELT/ELL Preparatory Program are the students of Hacı Bayram Veli University. These ELL students received their preparatory school education at Gazi University in 2018-2019 academic year as their university had not established a preparatory school yet. In the following years, the newcoming students are expected to have their preparatory education at their own campuses.

The number of classes in the ELT/ELL Preparatory Program is 8. In the first term, the students are blended and both ELT and ELL students study intermediate-level English in the preparatory classes together. In the second term, the students study English at upper-intermediate level and they are placed into classes according to their departments as they also cover ESP courses in the second term with an aim to get familiarized with the content of their departmental courses. 5 of the classes include ELT major students, and 3 of the classes are comprised of ELL major students. The number of instructors working in ELT/ELL Preparatory Program is 11. One of these eleven instructors is a native Fulbright English teaching assistant from America, and she teaches both ELT and ELL classes for 2-3 hours every week. The other instructors are all English language instructors who graduated from different universities in Turkey.

The academic writing practices in ELT/ELL Preparatory program are spread over predetermined weeks in both terms. The weekly schedules for academic writing practices covered in ELT/ELL preparatory program are presented in Table 3.1 below:

Table 3.1. Weekly Writing-Focused Activities in ELT/ELL Preparatory Program

	1st Term	2nd Term
Week 1	Types of Sentences	---
Week 2	Parallelism and Sentence Problems	From Paragraph to Essay
Week 3	Paragraph Structure	---
Week 4	Unity and Coherence	---
Week 7	---	How to Write an Opinion/Argumentative Essay
Week 9	How to Write an Opinion Paragraph	---
Week 12	---	How to Write a Comparison/Contrast Essay

As illustrated in Table 3.1, in the first term of each academic year, students learn how to write an organized academic paragraph with all its components in their academic writing classes. In the second term, students first learn the parts of an essay. Then, they learn how to write two types of essays, which are opinion/argumentative essay and comparison/contrast essay. While covering these topics in both terms, an academic writing skills book by a well-known publishing company is used in all the classes. Other supplementary materials (e.g. PowerPoint presentations, paragraph and essay samples, tests) are also provided by the Program and Material Development Unit in the institution.

ELT/ELL Preparatory Program adopts the process-based approach in their academic writing classes. In both terms, students have two graded academic writing portfolio tasks for which they get peer and teacher feedback. Their first task in the first term is writing a paragraph that has a logical division of ideas, and the second task is writing an opinion paragraph. In the second term, the first writing portfolio task is writing an opinion/argumentative essay, and the second one is writing a comparison/contrast essay. The assigned writing portfolio topics and the schedules for submissions and feedback sessions for the writing portfolio tasks are displayed in Table 3.2 below:

Table 3.2. Information about Academic Writing Portfolios and Related Feedback Schedules in ELT/ELL Preparatory Program

	First Term	Second Term
Writing Portfolio 1	writing a paragraph with logical division of ideas (assigned in Week 4)	writing an opinion/argumentative essay (assigned in Week 7)
List of Topic Options	* Reasons for learning English * Advantages of living in a big city * Disadvantages of home-working * Qualities of a good teacher	* Students' compulsory or optional attendance * One long vacation or several long vacations for students * The influence of family or friends on young adults
Peer Feedback Session	Week 4	Week 8
Final Draft Submission	Week 4	Week 8
Instructor Feedback	Week 5	Week 9
Writing Portfolio 2	writing an opinion paragraph (assigned in Week 9)	writing a comparison/contrast essay (assigned in Week 12)
List of Topic Options	* Taking university entrance exams * Mixed or single sex education * Textbooks vs. notebook computers * Abolishing private education	* traditional vs. online education * Harry Potter vs. The Lord of the Rings * poetry vs. prose * public vs. private transportation
Peer Feedback Session	Week 9	Week 13
Final Draft Submission	Week 9	Week 13
Instructor Feedback	Week 10	Week 14

For each writing portfolio given in both terms, the students choose one of the topics given and write their first drafts. In order to receive feedback for their first drafts, the students attend in-class peer feedback sessions. At the beginning of each in-class peer feedback session, the students are paired randomly, or depending on their gender, age or observed proficiency levels by their instructors. If the number of students participating in in-class peer feedback sessions is uneven, 3 students give feedback to each other in the group formed by the instructor. During peer feedback sessions, students read their peers' drafts and they give not only oral feedback and also written feedback by using the peer feedback checklists prepared by the Program and Material Development Unit (See Appendix J for the checklist). The students do not use any error correction codes on their peers' drafts while giving feedback. They underline/mark the parts that they think are problematic and need revision, and they discuss their suggestions and alternative corrections. If they have questions about these parts, the students are provided guidance by their instructors, who act as a facilitator or guide during the process. The students write their final drafts after getting peer feedback and submit them to their instructors the next day. Their instructors grade the final drafts of the students' essays out of 50 and they report the grades to their students in a week. In the writing assessment criteria used by the instructors while grading the writing portfolios, the students are given 5 points out of 50 for their participation in the in-class peer feedback sessions (See Appendix K for the writing assessment criteria). As each instructor co-teaches two classes with a partner teacher, they take turns to run the peer feedback sessions and grade the portfolios of each class.

The peer feedback sessions have been held in the academic writing classes in ELT/ELL Preparatory Program since 2016-2017 academic year. The students have not so far been given any formal or structured pre-training before having their first peer feedback session in the first term. However, a few days before their first peer feedback session, the instructors spend some in-class time to inform their students about the process by explaining what they are expected to do during the peer feedback sessions and by introducing the peer feedback checklist to the students.

Apart from the academic writing practices that require peer feedback exchanges by the students, ELT/ELL preparatory program also offers students in-class free writing activities in their weekly material packs, and also extra academic writing

activities in their midterm practice packs on the paragraph/essay types covered, which are prepared by the Program and Material Development Unit for both terms.

3.3. Participants

The number of participants in this study was 109 in total, including 100 EFL students and 9 EFL instructors.

3.3.1. EFL Students

The EFL students participating in this study were chosen by convenience sampling. As defined by Tashakkori & Teddlie (1998), convenience sampling is done on the basis of participants' availability and the ease of data collection (p. 76). Convenience sampling was suitable for this study as the researcher aimed at analyzing the effectiveness of students' peer feedback practices from the views of as many students as possible. In order to avoid researcher bias, 15 EFL students in the researcher's own class were excluded from the study and all the other available students in ELT/ELL Preparatory Program ($n = 105$) were informed about the scope of the study. 100 of the students agreed to participate in the study. The number of ELT major students is 57 and the number of ELL major students is 43. The students are aged between 18-58, and they have been learning English for 2-13 years. The number of female and male student participants is 74 and 26 respectively. They are graduates of different high schools from different parts of Turkey, and they reported that they had not practiced academic writing or peer feedback until they attended the preparatory school at Gazi University. The information about EFL students participating in the study is presented in Table 3.3 below:

Table 3.3. Demographic Information about EFL Students

Gender	Department	Age Range	Student Group	Type of High School	Years of Learning English
Female (74%)	ELT (57%)	18-20 (95%)	Freshman (96%)	Anatolian High School (94%)	
		21-23 (1%)	Second BA (3%)	Science High School (3%)	2-13 years
Male (26%)	ELL (43%)	24-26 (1%)			
		30 ↑ (3%)	Return Student (1%)	Vocational High School (3%)	

3.3.2. EFL Instructors

The EFL instructors participating in the study were also chosen by convenience sampling. As suggested by Dörnyei (2007), one advantage of convenience sampling is that it brings willing participants and helps the researcher have a rich dataset (p. 129). Considering the need for rich data from the small population of 9 EFL instructors in ELT/ELL Preparatory Program, convenience sampling was appropriate. Upon being informed about the study and being invited to the study, all the 9 EFL instructors who teach writing and run peer feedback sessions in ELT/ELL Preparatory Program in 2018/2019 academic year volunteered to take part in the study. The EFL instructors in the study are all female English language instructors and they are aged between 26-46. They have different academic degrees in different fields, and they have teaching experiences ranging from 2 to 19 years. They also have experience in teaching academic writing, varying between 2 to 18 years. The number of peer feedback sessions that they have held so far in their academic writing classes ranges from 1 to more than 8 times. The information about the EFL instructors participating in the study is displayed in Table 3.4 below:

Table 3.4. Demographic Information about EFL Instructors (all female)

Participant	Age	Academic Degree & Field	Years of Teaching English	Years of Teaching Academic Writing	# Peer Feedback Sessions Held
Aylin	34	MA Educational Psychology	11	11	1-4
Eda	33	MA English Language Teaching	10	9	1-4
Hale	26	PhD English Language Teaching	2	2	1-4
İpek	32	BA English Language and Literature	10	10	more than 8
Nida	32	MA History	10	7	1-4
Petek	32	PhD English Language Teaching	10	10	1-4
Seda	35	PhD English Language Teaching	13	12	1-4
Selin	41	MA English Language Teaching	18	18	1-4
Yağmur	46	MA English Linguistics	19	15	more than 8

3.3.3. The Role of the Researcher

In qualitative paradigm, it is important for researchers to understand and report their roles in the research process as they are considered the main instrument in data collection, analysis and interpretation processes (Creswell, 2003). As one of the instructors teaching in ELT/ELL Preparatory Program for approximately 5 years and the coordinator of this program for 2018-2019 academic year, the researcher was an "insider" in the research context (Adler & Adler, 1994). Having this insider role gave the researcher a chance to present thicker data and build close rapport with the participants since she had the most detailed inside knowledge of the ELT/ELL Preparatory Program in terms of the teaching practices, the instructors, and the student profile.

Despite these advantages, being an insider also puts the researcher at certain disadvantages, which are *loss of objectivity* resulting from researcher's bias due to close familiarity with the setting and participants, *role duality* occuring as a result of researcher's struggle over balancing his/her role, and possible ethical concerns which might be caused by researchers' easy *access to sensitive information* (DeLyser, 2001; Smyth & Holian, 2008). In order to eliminate these disadvantageous aspects, the researcher did not include her own students in the study, and also applied member checking and peer debriefing during the data collection and analysis processes for maintaining the trustworthiness of the study (See 3.6. for further information).

3.4. Data Collection and Analysis Procedures

As this study has a case study design, multiple data collection instruments were utilized during the data collection process (Creswell, 2013). The data from EFL students were gathered through audiorecordings of their peer feedback sessions, their essay drafts, peer-feedback checklists, surveys and stimulated recall sessions. The data from EFL instructors were collected through semi-structured interviews. An overview of data collection process for both groups is presented in Table 3.5 on the next page:

Table 3.5. Data Collection Process for Both Participant Groups

Data Source	Participant Group	Timing	Purpose
Demographic Surveys	EFL Students EFL Instructors	February, Week 3	* to get demographic info
Audiorecordings of Peer Feedback Sessions	EFL Students	March, Week 4 May, Week 1	* to investigate the quality and quantity of EFL students' peer feedback exchanges
Peer Feedback Checklists	EFL Students	April, Week 2 May, Week 2	
First and Final Drafts of Essays	EFL Students	April, Week 2 May, Week 2	* to analyze to what extent and how EFL students incorporated peer feedback into their essay revision
Surveys	EFL Students	May, Week 3	* to explore EFL students' views on the effectiveness of their peer feedback exchange practices * to learn their suggestions on how to improve these feedback practices
Stimulated Recall Sessions	EFL Students	May, Week 3	* to gain a deeper insight into EFL students' peer feedback incorporation
Semi-structured interviews	EFL Instructors	May, Week 4	* to explore EFL instructors' views on the effectiveness of their students' peer feedback exchange practices instructors views * to learn their suggestions on how to improve these peer feedback practices

As it is demonstrated in Table 3.5, at the beginning of the data collection process, both EFL students and EFL instructors who volunteered to take part in the study were asked to fill in a demographic survey, which is aimed at learning more about their backgrounds (See Appendix E & F). Then, the data were collected from the two participant groups by using different qualitative and quantitative data collection instruments, which will be further explained in the following sections.

3.4.1. Audiorecordings of Students' Peer Feedback Sessions

The data collection process began with the EFL students. As the first step, upon obtaining all the participating students' consent, students' peer feedback sessions for both essay types covered in the second term were audiorecorded in order to analyze the oral peer feedback they gave to each other during peer feedback sessions. After the final drafts of student essays were graded by their instructors following each peer feedback session, in order to see whether they incorporated their peers' feedback into their revisions, the students' writing portfolios were

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collected in sets, including the first and final drafts of their essays and their peer feedback checklists. The incomplete sets and the sets of the student pairs who did not take part in both peer feedback sessions were eliminated from the analysis process. For both essay types, the audiorecorded peer feedback sessions and complete writing portfolio sets of 56 students were kept to be analyzed. As 6 of these students attended the peer feedback sessions in groups of 3 because of the uneven number of the students in the classes, 54 peer feedback sessions in total were transcribed using topic transcription method following the guidelines developed by Eröz (2003) (See Appendix L for a sample topic transcription).

3.4.2. Students' Peer Feedback Checklists

As mentioned above, the peer feedback checklists students used in their peer feedback sessions were also collected for analysis. The peer feedback checklist has 2 parts (See Appendix J for the checklist). The first part of the checklist is a 'Yes/No' part in which students tick Yes or No to the related sentences while evaluating their peers' essays in terms of their content and organization, mechanics, and sentence structure. In the second part, the students answer 3 open-ended questions, which are about what they liked best about their peers' essays, how they think their peers' essay could be improved, and their further comments and suggestions.

While examining the topic transcriptions of their peer feedback sessions together with their responses to the items in the checklist, each oral peer comment given during peer feedback sessions and each written peer comment in peers' responses to the items in the checklist was taken as instances of feedback. Each instance of feedback was detected and marked as one piece of feedback. The instances of the same peer feedback given orally in peer feedback sessions and in written form in the peer feedback checklists were also identified and marked as one piece of feedback.

To show the process of quantifying the instances of peer feedback students received, the first body paragraph from the first draft of a participating student's argumentative essay is provided in Figure 3.1:

Figure 3.1. Sample Instances of PF on a Student's First Draft

When the student's first draft of argumentative essay was examined along with the topic transcription of the peer feedback session he attended, it was noticed that he received two pieces of peer feedback on the given body paragraph regarding mechanics, which were indicated by the underlined parts on it suggesting the use of comma after "For instance" and "Moreover". These two underlined parts were marked as two instances of peer feedback received on mechanics. When the student's peer feedback checklist was analyzed, it was noticed that his peer also mentioned these punctuation mistakes while answering the second open-ended question in the checklist, as it is shown in Figure 3.2 on the next page:

2. How do you think this essay could be improved?

There were almost any mistakes but a few punctuation mistakes, so just be careful about that.

Figure 3.2. Sample Instance of PF Given in the Open-ended Questions in the Student's PF Checklist

While marking and counting the instances of peer feedback on mechanics in this body paragraph, as the peer comment in the answer to the second open-ended question referred to the aforementioned punctuation mistakes in the essay, it was not counted as a new instance of peer feedback. The same procedure was also followed for the Yes/No part in the checklist. To illustrate, when the Yes/No part in the student's peer feedback checklist was analyzed, it was noticed that the student's peer ticked 'No' for the item related to the use of commas, as it is demonstrated in Figure 3.3 below:

Punctuation, Capitalization & Spelling	Yes (√)	No (X)
14. The writer puts a period, question mark or exclamation mark after every sentence.	√	
15. The writer uses commas correctly.		X
16. The writer uses capital letters correctly.	√	
17. The writer spells each word in the paragraph correctly.	√	

Figure 3.3. Sample Instance of PF in the Yes/No Part in the Student's PF Checklist

As the instance of feedback given through item 15 in the Yes/No part in the student's peer feedback checklist also referred to the use of commas, it was also not counted as a new instance of feedback.

As demonstrated by the sample instances of peer feedback on mechanics this student received, all the instances of peer feedback 56 EFL students received during both peer feedback sessions were quantified by coding, listing and counting the instances of peer feedback based on the feedback categories given in the writing assessment criteria which was used in ELT/ELL preparatory program.

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3.4.3. Students' Essay Drafts

In order to investigate to what extent the students incorporated peer feedback into their essay revisions, the first and final drafts of 56 EFL students' essays for both essay types (224 drafts in total) were examined and compared. While analyzing the drafts, the revisions that they made upon receiving peer feedback were quantified, counted and listed for each feedback type. In order to ensure reliability, 15% of these 56 students' drafts were also compared and analyzed by another instructor who teaches in the ELT/ELL preparatory program, and the analysis results were cross-checked. The results were found to be 94% consistent.

3.4.4. Survey for EFL Students

In order to have a holistic view of students' views and suggestions on their peer feedback practices, a survey was designed by the researcher considering the second and the fourth research questions in order to collect quantitative and qualitative data from 100 EFL students in ELT/ELL Preparatory Program (See Appendix G for student survey). The first part of the survey includes 20 Likert-type scale items, whose degree of agreement range from 5 (strongly agree) to 1 (strongly disagree). The items in this part are presented in two sections, and the first section includes 14 items that aim at gaining an insight into EFL students' views on the effectiveness of their peer feedback exchange practices. The second section, on the other hand, consists of 6 items that aim to discover EFL students' views on the effect of their peer feedback exchange practices on their social skills.

The second part in the survey includes 4 open-ended questions which are aimed at learning EFL students' views and suggestions on their peer feedback practices. The first three open-ended questions are about the most and the least beneficial aspects of peer feedback sessions and the difficulties that the students had (if any). The fourth question elicits students' suggestions for improving the peer feedback sessions.

The survey was designed by reviewing the literature (e.g. Harutyunyan & Poveda, 2018; Lin & Chien, 2009; Vickerman, 2009) and by taking the writing assessment

criteria that is used in ELT/ELL Preparatory Program as the basis. After designing the survey, in order to ensure the content and face validity, the researcher received expert opinion from her advisor and also 3 experienced instructors from her workplace. One of these instructors is a professor in ELT department, and the other two are English language instructors who have MA or PhD degrees in ELT and have an interest in English language writing. After consulting expert opinion, the researcher made the necessary amendments to the survey by reorganizing, rewording, adding or removing some items in the survey and by adjusting the layout.

In order to see if there is anything unclear or confusing about the items from the student participants' perspectives, the researcher also piloted the survey with 15 EFL students in her own class, which is slightly higher than 10% of the total number of student participants. Before giving the survey to the students in the piloting group, the researcher gave them informed consent forms and informed them about the scope and aim of the study. The researcher made the necessary explanations in Turkish in order to avoid any misunderstandings. During the piloting process, she observed the participants, and she noted down the students' questions and comments.

After the survey was conducted, the EFL students' responses to the 20 Likert-type items were entered to the statistical software program SPSS 22.0 as 5 (strongly agree), 4 (agree), 3 (neutral/unsure), 2 (disagree) and 1 (strongly disagree) and a reliability analysis was done on the program. The results of reliability analysis for student survey are given in Table 3.6 below:

Table 3.6. Results of Reliability Analysis for Student Survey

	Cronbach's Alpha	N
Survey on EFL Students' Views Regarding their Peer Feedback Practices	.927	20
Total		20

As it is shown in Table 3.6, Cronbach's alpha showed that the survey had high reliability ($\alpha = 0.93$) and all the items appeared to be worthy of retention.

While analyzing the results of the first part of the survey, descriptive statistics were run using SPSS 22.0. The EFL students' written responses to the open-ended

questions in the second part of the survey, on the other hand, were entered into and analyzed through the qualitative data analysis software, MAXQDA. Students' answers to each question were descriptively coded and analyzed separately.

3.4.5. Stimulated Recall Sessions with EFL Students

As suggested by Gass & Mackey (2002), stimulated recall is an inner-directed method which is used to elicit participants' thoughts they had during a task or event that they took part in. By using stimulated recall method, "a subject may be enabled to relive an original situation with great vividness and accuracy if he is presented with a large number of the cues or stimuli which occurred during the original situation" (Bloom, 1954, p. 25). During stimulated recall sessions, mostly audio and visual stimuli are used to help the stimulation of the participants' recall of the mental processes in a task (Gass & Mackey, 2002, p.17).

In this study, in order to gain an introspective insight into EFL students' peer feedback incorporation, stimulated recall sessions were held with 12 of the EFL students chosen by convenience sampling, including 8 female and 4 male students who volunteered to take part in the study. Information about the students who took part in the stimulated recalls sessions are presented in Table 3.7 below:

Table 3.7. Information about EFL Students Participating in Stimulated Recall Sessions

Participant	Age	Years of Learning English	Department	Writing Portfolio 2 Essay Topic
Baran	18-20	10	ELL	Traditional vs. Online Education
Ebru	18-20	10	ELL	Traditional vs. Online Education
Esin	18-20	11	ELL	Traditional vs. Online Education
Ercan	18-20	6	ELL	Public vs. Private Transport
Eylül	18-20	9	ELL	Poetry vs. Prose
Feride	18-20	9	ELT	Traditional vs. Online Education
Gözde	18-20	9	ELL	Public vs. Private Transport
Helin	18-20	12	ELT	Public vs. Private Transport
Kemal	18-20	10	ELL	Traditional vs. Online Education
Nasuh	18-20	8	ELT	Traditional vs. Online Education
Şebnem	18-20	9	ELT	Public vs. Private Transport
Yonca	18-20	8	ELT	Public vs. Private Transport

After analyzing the first and final drafts of these 12 students' comparison/contrast essays, peer feedback checklists and responses to items/questions in the survey, stimulated recall interview protocols were designed for each participant (see Appendix H for a sample protocol). In order to remind them their feedback exchange processes with their peers, the participating EFL students were prompted to revise their peers' and their own drafts, listen to specific parts of their second peer feedback sessions, and give their thoughts accordingly based on the questions asked by the researcher. The number of questions asked to the participating students ranged from 13 to 15. The students were asked to comment on the peer feedback they gave and received, specifically what they thought about the feedback, why they think they gave/received that piece of feedback, whether they found it effective and why/why not, and whether they incorporated their peer's feedback into their writing. In addition to their peer feedback exchanges, the students were also asked some questions based on their responses to the items/questions in the survey.

During the stimulated recall sessions, the researcher tried to "rely as much as possible on the participants' thoughts" with an aim to achieve non-interference in the data collection and analysis processes, as suggested for qualitative studies within social constructivist framework (Creswell, 2013, p. 24). Depending on the length of their peer feedback sessions and the comments that they made, the lengths of the stimulated recall sessions ranged from 20 to 57 minutes. Each stimulated recall session was transcribed verbatim and the data were analyzed in an iterative manner through thematic analysis with the help of MAXQDA.

3.4.6. Semi-structured Interviews with EFL Instructors

Semi-structured interviews are commonly used data collection tools in many qualitative studies (Saldana, 2011), and regarding their partly flexible natures, semi-structured interviews allow the researchers to ask further questions in order to get more detailed responses (Rubin & Rubin, 2005). With an aim to explore EFL instructors' views on the effectiveness of their students' peer feedback practices and to learn their suggestions on how to improve these peer feedback

practices, semi-structured interviews were conducted with all the 9 instructors working in the ELT/ELL preparatory program. The length of the interviews with the instructors ranged from 23 to 57 minutes. Each interview was transcribed verbatim and the data were analyzed in an iterative manner through thematic analysis with the help of MAXQDA.

While analyzing the qualitative data from both participant groups (including the open-ended questions in the survey, the stimulated recall sessions, and the semi-structured interviews), the steps that were suggested by Creswell's (2013) were taken by the researcher, which are as follows:

Step 1: organizing the data,
Step 2: reading and memoing,
Step 3: describing, classifying, and interpreting the data into codes and themes,
Step 4: interpreting the data,
Step 5: representing and visualizing the data (p. 182-188).

First of all, the qualitative data was organized and prepared for analysis in separate folders. The transcription of data from open-ended survey questions, stimulated recall sessions, and the semi-structured interviews were read many times in their entirety in order to have a holistic view (Creswell, 2003). While rereading the data, the researcher wrote notes in the form of memos. During data analysis process, descriptive coding method was used by looking for patterns of frequency, and labeling and finding the interrelationships between these labels. The descriptive codes were re-organized and clustered with other codes in order to form collective categories, and these categories were then re-arranged in order to be collected under unified themes within the framework of the study.

The analysis of the categorized codes and the themes was based on the constant comparative method. As described by Maykut & Marehouse (1994), *constant comparative method* is a method of qualitative data analysis in which all the meaning units which are gathered from the data are simultaneously compared in an

iterative manner within an inductive category coding system. The steps in constant comparative method are demonstrated in Figure 3.4. below:

```
┌─────────────────────────────────────────────────┐
│  ┌───────────────────────────────────────────┐  │
│  │  Inductive category coding and simultaneous│  │
│  │  comparing of units of meaning across      │  │
│  │  categories                                │  │
│  └───────────────────────────────────────────┘  │
│                    ⇩                             │
│  ┌───────────────────────────────────────────┐  │
│  │         Refinement of categories          │  │
│  └───────────────────────────────────────────┘  │
│                    ⇩                             │
│  ┌───────────────────────────────────────────┐  │
│  │  Exploration of relationships and patterns │  │
│  │  across categories                        │  │
│  └───────────────────────────────────────────┘  │
│                    ⇩                             │
│  ┌───────────────────────────────────────────┐  │
│  │  Integration of data, yielding an          │  │
│  │  understanding of people and settings      │  │
│  │  being studied                            │  │
│  └───────────────────────────────────────────┘  │
└─────────────────────────────────────────────────┘
```
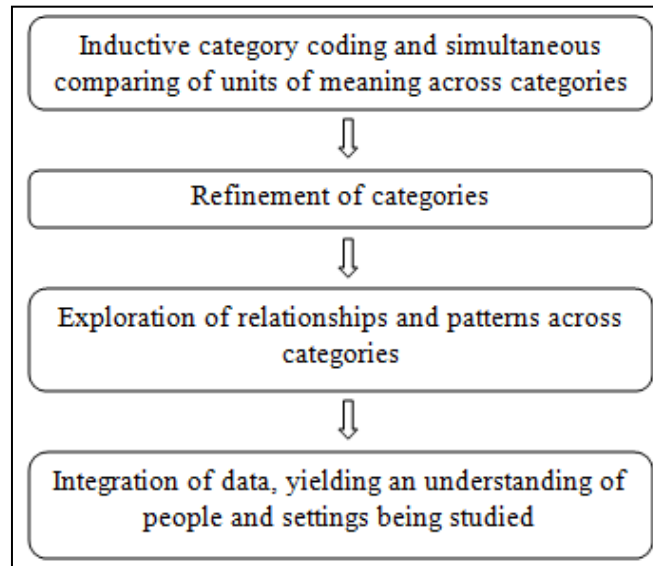
Figure 3.4. Steps in the Constant Comparative Method

(Source: Maykut, P. S., & Morehouse, R. (1994). *Beginning qualitative research: a philosophic and practical guide.* Washington, D.C., Falmer Press., p. 135.)

As it is illustrated in Figure 3.4, in constant comparative method, during data analysis process, all the selected meaning units are coded and compared to all other codes. Then, the codes are categorized, grouped and continuously refined based on the relationships across categories (p. 135). While categorizing and coding the units of meaning, the main aim is to be able to see "a reasonable reconstruction of the data" gathered (Lincoln & Guba, 1985, p. 347), and to be able to interpret the data in order to have an understanding of the issue or people studied. In order to achieve this aim in the present study, during the data analysis process, the researcher coded the data, categorized the codes, and continuously compared the codes and the categories by moving back and forth in the data to refine the codes and categories in relation with the research questions. After analyzing the data from each qualitative data source separately, the researcher started looking for interrelationships and salient patterns among the code units across the data sources.

In an attempt to increase the reliability of the data analysis process, approximately 12% of the qualitative data (one teacher interview, one stimulated recall session, and also one of the open-ended questions in the survey) were coded by another expert researcher in the field of English Language Teaching field. The coding results were compared for ensuring the inter-coder reliability, and they were observed to be 92% consistent. In addition, member checking was also applied in order to achieve credibility in the study.

Having dealt with the data collection and analysis process, the overall database for the study is presented in Table 3.8 below:

Table 3.8. The Database for the Study

Data Source	Participant Group	Total Database
Audiorecordings of Peer Feedback Sessions	56 EFL students who attended both peer feedback sessions	21 hours 8 minutes (54 audio recorded peer feedback sessions) (Range of Length: 18-54 minutes)
First and Final Drafts of EFL Students' Essays	56 EFL students who attended both peer feedback sessions	56 x 2 = 112 first drafts 56 x 2 = 112 final drafts
Peer Feedback Checklists	56 EFL students who attended both peer feedback sessions	56 x 2 = 112 checklists
Survey for EFL students	100 EFL students	100 completed surveys
Stimulated Recall Sessions with EFL students	12 EFL students	7 hours 6 minutes (Range of Length: 20-56 minutes)
Semi-structured Interviews with EFL instructors	9 EFL instructors	6 hours 29 minutes (Range of Length: 23-57 minutes)

3.5. Ethical Issues

In every phase of the study, the accounts of Creswell's (2013) recommendations about the potential ethical issues were taken by the researcher. Before the data collection process, approval from METU Human Subjects Ethics Committee was obtained (See Appendix A). All the participants of the study were informed about the scope of the research study through a debriefing form (See Appendix D). Each participant was also given an informed consent form, and they were reassured that participating in the study is voluntary and they are free to withdraw from the study

at any time (See Appendix B & C). In order to keep their identities anonymous, the participants were assigned pseudonyms throughout the research process. During data collection process, the researcher tried to arrange the interviews in convenient and comfortable places for the participants.

3.6. Trustworthiness of the Study

While judging the trustworthiness and rigour of a research study, Guba & Lincoln (1982) put emphasis on four criteria, which are *credibility*, *transferability*, *dependability* and *confirmability* respectively. In order to achieve the trustworthiness this study, the researcher took these four criteria into consideration while designing the study and during the data collection and analysis processes.

Starting with the first criterion, the *credibility* of a study is about to what extent the interpretations of the research results are believable (Saldana, 2011). According to Saldana (2011) and Creswell (2013), the strategies that should be adopted by researchers are the triangulation of the data, prolonged engagement at the research site, member checks, peer reviews/debriefing and thick and rich description of the case. In order to achieve credibility, the data collected in this study were triangulated by using multiple data collection tools at multiple times, and during the data analysis process, member checks were applied in order to compare the interpretations of the emerging codes, categories and themes. In addition, the researcher also sought peer review during the whole research process and involved another researcher in the data analysis process for cross-checking of the emerging codes. Above all, the researcher has also been an instructor in the ELT/ELL preparatory program for more than five years, and she also organized the teaching practices and designed the weekly schedules for both terms in this program in 2018-2019 academic year as the coordinator. Therefore, she had the first-hand knowledge of both the teaching procedures and the peer feedback practices in the research site, and she was also thoroughly familiar with the student and instructor profiles in the ELT/ELL preparatory program as she spent enough time with both the instructors and the students.

As the second criterion, the *transferability* of a research study refers to external validity and the generalizability of the research results in other contexts (Guba, 1981). Although Guba (1981) claims that a phenomenon is closely linked to the specific time and context where it is studied, he also suggests that providing a "thick description" of the case makes it possible to increase the level of transferability of the study (p. 81) to the other contexts. Therefore, a rich and thick description of the research setting and the participants was presented by the researcher with an aim to increase the transferability of the study.

Thirdly, as defined by Guba & Lincoln (1982), the *dependability* of the study is about producing stable results in the same conditions in another place and time. Although each setting is unique to itself and it might not be possible to get the same results, the researcher explained the data collection instruments and the procedures in a very comprehensive way in order to reach a high level of dependability.

As for the final criterion, *confirmability* is related to the assurance of objectivity and the lack of researcher bias during the data analysis process and the interpretation of the results (Guba, 1981). The triangulation of the data through multiple data collection tools and the in-depth description of the research methodology serve the confirmability of the study. Moreover, in order to avoid any possible bias, the researcher did not include the students in the class that she was teaching, and she always tried to hold a neutral position during the data collection process.

CHAPTER 4

RESULTS

4.0. Presentation

This chapter displays the results which are obtained through the analyses of quantitative and qualitative data within the framework of the research questions. First, in relation to the first research question, the results regarding the extent to which EFL students incorporated peer feedback into their essays through the analyses of their audiorecorded peer feedback sessions, peer feedback checklists and essay drafts are provided along with the findings from stimulated recall sessions. Secondly, the results for the second research question with respect to EFL students' views on the effectiveness of their peer feedback exchange practices are presented through the analysis results of students' responses to the survey items and their stimulated recall reflections. Next, the results of the third research question aiming at exploring the EFL instructors' views on the effectiveness of students' peer feedback exchange practices are revealed through the analysis results of semi-structured interviews. Finally, EFL students' and EFL instructors' suggestions on improving the peer feedback exchange practices are presented.

4.1. EFL Students' Incorporation of Peer Feedback into Essay Revision

The first research question of this study aims at analyzing to what extent EFL students incorporated peer feedback into their essay revisions. The results from the analyses of students' peer feedback sessions, their drafts and peer feedback checklists indicated that EFL students mostly received and incorporated peer feedback on mechanics and grammatical accuracy. Their comments in the stimulated recall sessions, which were held in order to get a deeper insight into

their incorporation, showed that they incorporated their peers' feedback depending on their own considerations regardless of the feedback type they received. Furthermore, it was observed that the dimension of the change required during essay revision, and the nature and specificity of the feedback students received might play a role in their decision on whether to incorporate peer feedback or not.

In order to answer the first research question, the first and final drafts of 56 EFL students' essays for the two writing portfolios assigned (112 first drafts and 112 final drafts) were analyzed along with the topic transcriptions of the students' peer feedback sessions and also the peer feedback checklists that were filled by their peers. The integrated analyses of students' oral peer feedback in their peer feedback sessions and the written peer feedback on their peer feedback checklists indicated that EFL students received 567 instances of peer feedback in total resulting from their participation in both peer feedback sessions. The total numbers of instances of peer feedback students received on each type are presented in Table 4.1 below:

Table 4.1. Total Number of Instances of PF Received by EFL Students on Each Type

Type of Feedback	Total Number of PF Instances Received by EFL Students
Grammatical Accuracy	192
Mechanics	126
Essay Structure	102
Lexical Accuracy	74
Cohesion	67
Development of Topic	55
Lexical Range	23
Coherence	19
Grammatical Range	11
Task Achievement	3
TOTAL	567

As it is displayed in Table 4.1, form-based peer feedback students received on their essay outnumbered the content-based peer feedback. EFL students received the highest amount of peer feedback on grammatical accuracy ($n = 192$). The high amount of peer feedback on grammatical accuracy was followed by mechanics ($n = 126$) and essay structure ($n = 102$) respectively. On the other hand, the lowest

amount of peer feedback EFL students received from their peers was on task achievement (*n* = 3).

To illustrate the instances of peer feedback students received for each feedback type, sample instances of peer feedback have been chosen. The feedback given by students on grammatical accuracy were about correct use of sentence forms, as exemplified below in Figure 4.1 by a sample instance of peer feedback one student received on the accuracy of "have not":
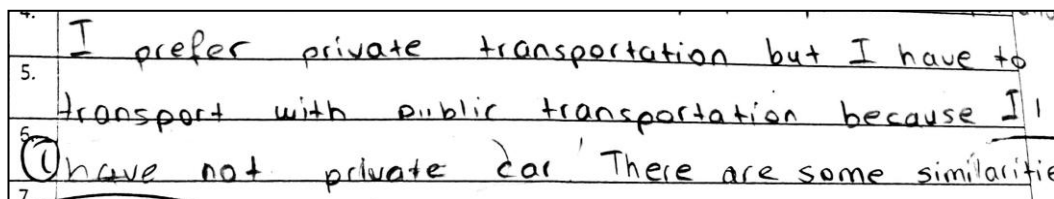
Figure 4.1. Sample Instance of PF on Grammatical Accuracy

The instances of peer feedback on mechanics included peer comments on the accuracy of spellings of words, and the use of punctuation and capitalization rules. For instance, one student got peer feedback on the spelling of the word "advantages" in his essay, as it is seen in Figure 4.2:
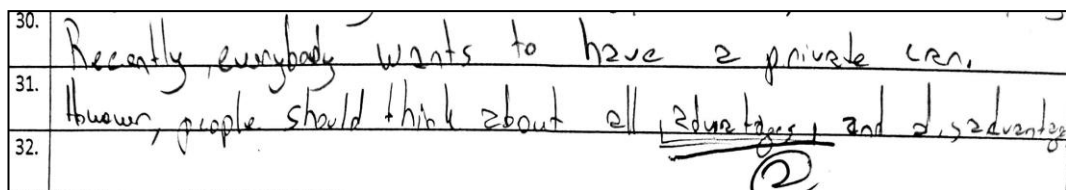
Figure 4.2. Sample Instance of PF on Mechanics

When students commented on the structure of introduction, the thesis statements, the body paragraphs, topic sentences and the concluding paragraphs, these comments were taken as instances of peer feedback on essay structure, as exemplified by the written peer comment one of the students received on his peer feedback checklist about his introduction paragraph given in Figure 4.3 on the next page:

Figure 4.3. Sample Instance of PF on Essay Structure

As it is demonstrated in Figure 4.3, the student's peer gave him feedback on the development of his introduction paragraph by suggesting including one more sentence about traditional education in it.

The instances of peer feedback students gave on lexical accuracy were related to the correct choice and use of words in their peers' essays. For instance, one of the students received peer comment on the accuracy of the use of verb "consist" in the sentence, as illustrated in Figure 4.4 below:

Figure 4.4. Sample Instance of PF on Lexical Accuracy

The peer feedback students exchanged on cohesion were about the smooth connection of sentences by the use of correct and appropriate linkers/transition signals, and also the use of consistent pronouns throughout the essay, as exemplified in Figure 4.5 below by peer feedback one student was offered about the use of more transition signals:

Figure 4.5. Sample Instance of PF on Cohesion

When the students commented on the quality and the sufficiency of ideas and supporting examples in the body paragraphs, these comments were counted as instances of peer feedback on the development of topic, as illustrated in Figure 4.6 by the peer feedback one of the students received on the ideas in her first body paragraph:
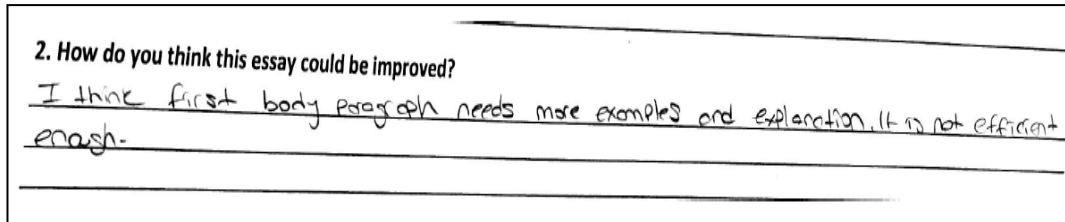
Figure 4.6. Sample Instance of PF on Development of Topic

The peer comments suggesting the use of synonyms or higher level words were taken as the instances of peer feedback on lexical range, as it is illustrated in Figure 4.7 by peer feedback one student was given, suggesting the use of different words with the same meaning in her essay:
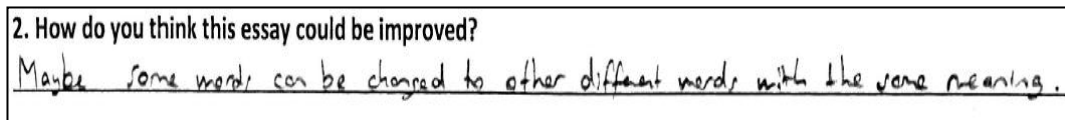
Figure 4.7. Sample Instance of PF on Lexical Range

The instances of peer feedback on coherence included peer comments on the relevance of ideas in their peers' essays, as illustrated in Figure 4.8 below by peer comment one student got on the connection between the ideas and the examples in the first body paragraph of her essay:
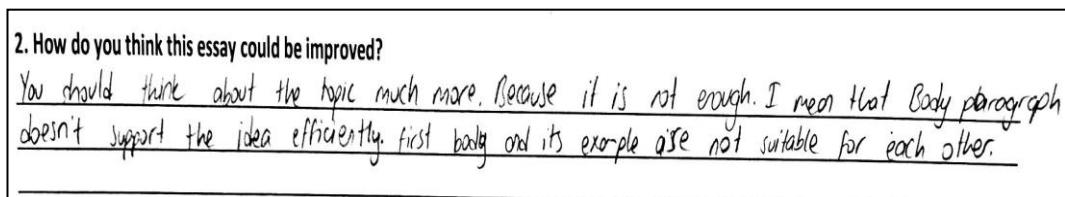
Figure 4.8. Sample Instance of PF on Coherence

The instances of peer feedback students gave on grammatical range were related to balancing the variety of simple, compound and complex sentences in their peers' essays. For instance, one of the students received peer comment suggesting the use of shorter sentences in her essay, as illustrated in Figure 4.9 below:

2. How do you think this essay could be improved?
In my opinion, sentences can be shortened.
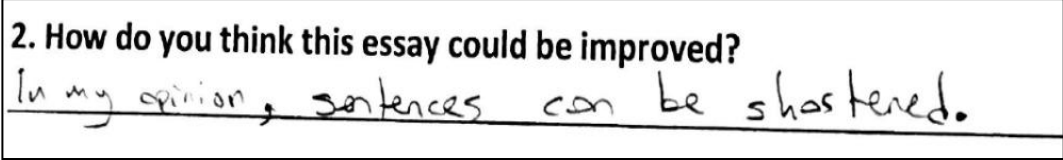
Figure 4.9. Sample Instance of PF on Grammatical Range

Finally, peer comments about the word limit and the requisite number of body paragraphs in peers' essays were taken as the instances of peer feedback on task achievement, as they were related to completing essay writing as a task. For example, one student received peer feedback on the word count of his essay as displayed in Figure 4.10, suggesting writing longer to reach the word limit, which was at least 250:

3. Any other comments / suggestions?
You should write much longer because it is not complete the word count
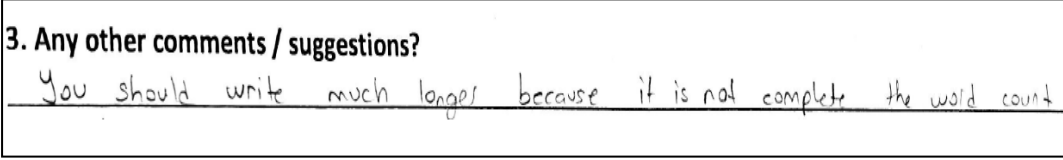
Figure 4.10. Sample Instance of PF on Task Achievement

In addition to the amount of peer feedback EFL students received regarding each feedback type, the level EFL students' peer feedback incorporation was also analyzed by comparing their first and final drafts and examining their revisions upon receiving peer feedback. The cases in which EFL students incorporated peer feedback were also quantified and counted based on students' acceptance of their peers' feedback.EFL students' total peer feedback incorporation regarding each feedback type is presented in Table 4.2 on the next page:

Table 4.2. The Percentages of PF Incorporation by EFL Students for Each Type

Type of Feedback	Percentage of PF Incorporation
Task Achievement	100%
Mechanics	77.78%
Grammatical Accuracy	66.15%
Lexical Accuracy	55.41%
Cohesion	47.76%
Coherence	42.11%
Lexical Range	39.13%
Essay Structure	34.31%
Grammatical Range	27.27%
Development of Topic	20.00%
TOTAL	**64.73%**

As it is illustrated in Table 4.2, EFL students incorporated more than half of the total peer feedback they received into their essay revision, with 64.73% of total peer feedback incorporation. Regarding the incorporation of peer feedback on specific feedback types, it was observed that EFL students incorporated all the peer feedback on task achievement despite receiving the lowest amount of feedback on it. They also incorporated 77.78% of the total peer feedback on mechanics, including spelling, punctuation and capitalization. Students also incorporated 66.15% of the peer feedback on grammatical accuracy and over half of the peer feedback on lexical accuracy (55.41%). The lowest levels of peer feedback incorporation by EFL students were related to the development of topic and the grammatical range respectively. The students incorporated 27.27% of the peer feedback on grammatical range, and they incorporated 20% of the peer feedback on the development of topic in their essays.

In order to have an introspective insight into EFL students' incorporation and non-incorporation of peer feedback into their essay revisions, stimulated recall sessions were held with 12 of the participating EFL students. These 12 students' peer feedback incorporation on their final drafts were analyzed through comparisons of their first and final drafts and the examination of the reflections they gave in the stimulated recall sessions on the peer feedback they received for each feedback type. Specifically, approximately 64% of the oral peer feedback exchanges by the students participating in the stimulated recall sessions ($n = 34$) were discussed in the stimulated recall sessions, which were chosen based on the type of feedback received and their incorporation or non-incorporation. The stimulated recall discussions were held by referring to their

essays and their discussions in their audiorecorded peer feedback sessions. The number of oral peer feedback the participating students received in the peer feedback session ranged from 2 to 13, and it was noted that the highest amount of feedback the students received during peer feedback sessions and commented on during stimulated recall sessions was related to mechanics ($n = 7$). While responding to the instances of peer feedback in the stimulated recall sessions, EFL students talked about why they accepted or refused to incorporate peer feedback into their essay revisions.

While giving the analysis results of EFL students' peer feedback incorporation, it was found noteworthy to first show the whole process of analyzing students' peer feedback incorporation in the first case of peer feedback incorporation illustrated, through the analyses of student discussions in the peer feedback sessions, their drafts and their reflections in the stimulated recall sessions in an integrated manner. Moreover, students' peer feedback incorporation is presented under two sub-sections, which are related to peer feedback drawing students' attention, and the types of feedback students mostly refused to incorporate.

Types of Peer Feedback Drawing Students' Attention

Regarding the peer feedback incorporation on mechanics, which had the highest level of incorporation by students, EFL students' responses in the stimulated recall sessions revealed that they incorporated their peers' feedback on mechanics while revising their drafts and they found their peers' feedback on mechanics useful ($f = 4$). To illustrate, Ebru received peer feedback on the spelling of the word "success" on her first draft, which was underlined, numbered and marked as one piece of feedback as displayed in Figure 4.11 below:
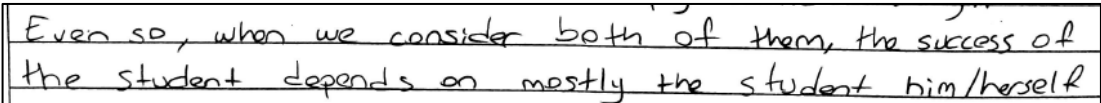
Figure 4.11. Sample PF Received on Mechanics from Ebru's First Draft

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During their discussions in the peer feedback session, Ebru's peer told her that she thought the word "success" is spelt with two -s at the end, as it is illustrated in their dialogue below:

> *Peer:* Success…
> *Ebru:* with two –s?
> *Peer:* Yes, I think.
> *Ebru:* Okay, okay. I'll check it, too. *(Peer Feedback Session 2)*

While analyzing her final draft, it was noticed that Ebru checked the spelling of the word after the peer feedback session and incorporated her peer's feedback by spelling the word "success" with two –s at the end of the word. Ebru's correction of the spelling of the word "success" in her final draft upon receiving peer feedback is displayed in Figure 4.12 given below, as an instance of peer feedback incorporation on spelling:

Figure 4.12. Sample PF Incorporation on Mechanics from Ebru's Final Draft

In the stimulated recall session, Ebru mentioned that her peer noticed the misspelling of the word "success" in her comparison/contrast essay. Explaining that she found her peer's peer feedback useful, she also added that she was able to correct her spelling mistake thanks to her peer's feedback, as it is highlighted in her comments from the stimulated recall session below:

> *Researcher:* Okay. Success... Two –s. What do you think about it?
> *Ebru:* I just missed it, too and she realized it. And they are all about my spelling mistakes. And if she didn't understand it, didn't realize it, I wouldn't change it.
> *R:* So, did you find it useful? The peer feedback session?
> *E:* Yes, of course. *(Stimulated Recall Session, Ebru)*

However, when they thought the way they spelt the words or the way they used punctuation rules was correct, EFL students reported that they refused to incorporate their peers' feedback on mechanics ($f = 3$). For instance, relying on her visual memory and explaining that she checked the use of punctuation rules in the

sample essays carefully, Feride stated she refused to incorporate her peer's feedback suggesting the deletion of comma before "so that" in her sentence, as highlighted in her comment below:

> Actually, I trust my visual skills, and before this essay, I just checked the sample essays to write better. And I remember that before "so that", the essay didn't use any comma. So, I remembered that while writing it. And then I just didn't use a comma. *(Stimulated Recall Session, Feride)*

Regarding grammatical accuracy, which triggered the second highest level of peer feedback incorporation by EFL students, the results of the stimulated recall sessions also showed that students revised and improved their essays as a result of their peer feedback exchanges when they thought the feedback was useful and corrective ($f = 4$). To illustrate, Baran received peer feedback on the grammatical accuracy of the sentence in his essay, regarding the lack of subject in the underlined clause, as illustrated in Figure 4.13:

Figure 4.13. Sample PF Received on Grammatical Accuracy from Baran's First Draft

It was observed that Baran corrected his sentence by adding a subject after "so" upon receiving peer feedback. His final draft version is demonstrated in Figure 4.14 below:

Figure 4.14. Sample PF Incorporation on Grammatical Accuracy from Baran's Final Draft

In the stimulated recall session, Baran explained that he inserted the subject into his sentence upon peer feedback in order to avoid confusion for the other readers of his essay. Moreover, he added that he changed the subject of the sentence into "they" as he thought it was a better alternative, possibly considering the pronoun use "they" in the previous sentences in the paragraph, which shows that peer feedback also triggered self-revision and also taking the audience of his text into consideration:

> I remember now. When she said like that, I thought on it more, I tried not to make it seem wrong, and changed the whole sentence, and I think that was better. As my peer thought it seemed wrong, some other people might also think it sounds wrong. I thought I should change the whole sentence not to cause any confusions. I changed it when I could find a better alternative. *(Stimulated Recall Session, Baran)*

On the other hand, EFL students taking part in the stimulated recall sessions reported that they did not incorporate peer feedback on grammatical accuracy when they considered their sentences as grammatically correct ($f = 3$). For instance, upon receiving feedback on the grammatical accuracy of the use of "one other" at the beginning of her topic sentence to introduce a new similarity in the body paragraph of her comparison/contrast essay and being suggested using "another" instead, Gözde explained that she did not incorporate peer feedback as she knew that the use of "one other" was correct in her sentence:

> I guess my peer gave me that feedback because he doesn't know about this. But, like I said in the peer feedback session, there is a usage like that and I used "One other" instead of "Another" on purpose. *(Stimulated Recall Session, Gözde)*

With respect to vocabulary use in their essays, EFL students' responses in the stimulated recall sessions showed that they also found peer feedback beneficial for increasing the accuracy of their word choices and incorporated peer feedback into their revision ($f = 2$). To illustrate, Feride mentioned that her peer came up with the correct alternative after talking about the incorrectness of "opposite of computer" in the sentence in her first draft, as displayed in Figure 4.15 on the next page:

Figure 4.15. Sample PF Received on Lexical Accuracy from Feride's First Draft

Upon receiving peer feedback and hearing the correction "in front of", Feride incorporated her peer's feedback into her final draft revision, as demonstrated in Figure 4.16 below:

Figure 4.16. Sample PF Incorporation on Lexical Accuracy from Feride's Final
          Draft

While giving her thoughts on this instance of peer feedback she received, Feride mentioned that she found her peer's feedback useful and added that she used the correct preposition while writing her final draft upon receiving peer feedback.
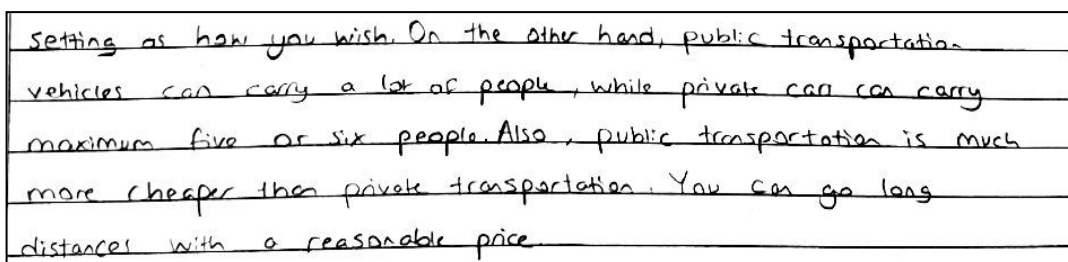
Students also revealed their reflections regarding the incorporation of peer feedback on cohesion, which were related to the use of keywords and the pronouns consistently and where necessary throughout the essay. To illustrate, Gözde received peer feedback on the use of pronoun "they", as demonstrated in Figure 4.17 below:

Figure 4.17. Sample PF Received on Cohesion from Gözde's First Draft

Gözde was explained by her peer that she should use "public transportation" instead of "they" since the pronoun sounded like it referred to private cars, and she changed her sentence upon receiving peer feedback, as it is displayed in Figure 4.18 below:

Figure 4.18. Sample PF Incorporation on Cohesion from Gözde's Final Draft

In the stimulated recall session, Gözde explained that she incorporated her peer's feedback as she found the feedback useful for increasing the cohesion of her sentence, as it is illustrated in her comments given below:

> Actually, I corrected this one. When I use 'they', I actually refer to public transportation, but he thinks it's not clear. "It seems like you're referring to private cars", he said, so I changed it. *(Stimulated Recall Session, Gözde)*

Types of Peer Feedback Students Mostly Refused to Incorporate

Regarding peer feedback incorporation on lexical variety, it was observed that students might have refused to incorporate peer feedback on lexical variety as the feedback they received did not sound explicit or specific. When she was asked for her reflections on the peer feedback on lexical variety suggesting the use of more advanced words, Esin, as the only student who received peer feedback on lexical variety among the students participating in the stimulated recall session, commented that she did not incorporate her peer's feedback as her peer did not tell her which words specifically should be changed into advanced words:

> If she had given some examples, I would have changed, but I couldn't exactly find which words I need to change. *(Stimulated Recall Session, Esin)*

With regard to peer feedback incorporation on essay structure, EFL students also incorporated peer feedback they as they thought their peers were right and found the peer feedback useful. For instance, Feride received peer feedback on the thesis statement of her comparison/contrast essay, regarding the shortness of its main clause, and she noted down that she needed to write a longer one, as demonstrated in Figure 4.19 below:
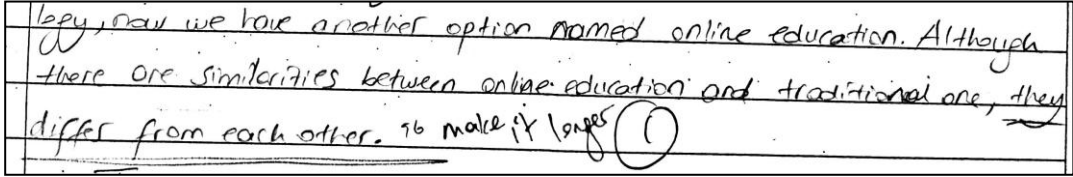
Figure 4.19. Sample PF Received on Essay Structure from Feride's First Draft

Upon receiving peer feedback, Feride added in what ways online and traditional education differ into her thesis statement while writing her final draft, as it is illustrated in Figure 4.20 below:
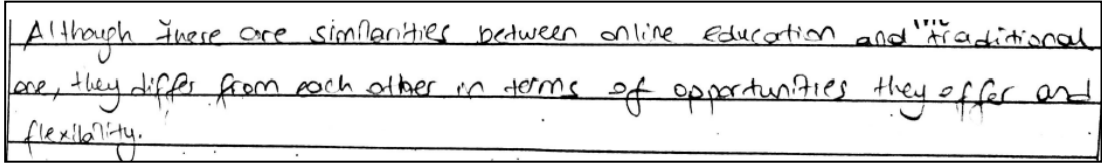
Figure 4.20. Sample PF Incorporation on Essay Structure from Feride's Final Draft

While giving her thoughts in the stimulated recall session on the peer feedback she received on her thesis statement, Feride explained that she found her peer right. She mentioned that she had kept her thesis statement too general as she did not want to make any mistakes while integrating the topics of her body paragraphs as phrases into the thesis statement. She also confirmed that she made her thesis statement longer upon receiving peer feedback.

Regarding the incorporation of peer feedback he received on his essay's structure, Kemal reported that he had not incorporated peer feedback as he knew what he did was correct according to the sample essays given in their writing pack. While

giving his reflections on the peer feedback he received regarding the appropriacy of his thesis statement for a comparison/contrast essay using block method of organization and being suggested changing his thesis statement, he confessed that he had already been aware that his thesis statement was correct:

> We have an example in our writing pack. And for block method in the comparison and contrast essay, this thesis statement was used. So, I knew that it was correct. *(Stimulated Recall Session, Kemal)*

In relation to incorporating peer feedback on the grammatical range in their essays, which has the second lowest rate of incorporation, it was observed that EFL students refused to incorporate peer feedback as they mostly thought the sentence structures in their essays were good enough in terms of variety ($f = 3$). To illustrate, upon her peer's description of her sentence structures basic like "child's writing" and being suggested writing more complex sentences, Eylül stated that she disagreed with her peer and she thought her sentences were okay:

> I think it's not child's writing. He said the sentences were so basic. But I don't think so. if I thought so, I would change my sentence structures but I didn't think so. *(Stimulated Recall Session, Eylül)*

Nasuh, also receiving feedback on his sentence structures and being suggested using less complicated sentences, explained that he did not incorporate this piece of feedback due to his peer's making this suggestion in a tentative way, referring to his peer's saying "If you used less complicated sentences, it would be better, but it doesn't bother me":

> No, actually. I wrote the same sentences, because at the end of her comment, she said it is not a problem. *(Stimulated Recall Session, Nasuh)*

About the peer feedback they received on the development of topic in their essays, which had the lowest rate of peer feedback incorporation by EFL students, it was observed that EFL students remained more self-reliant compared to the incorporation of other types of feedback, and they mostly refused to change or add any ideas/details in their essays as they thought the ones they included in their essays were good enough ($f = 5$). For instance, after being suggested adding more statistics or personal experiences to support the ideas in the body paragraphs

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better, Baran explained that he found the details in his essay good enough although he agreed that adding statistics or personal experiences might also be good.

As another example, upon receiving feedback on the examples in her essay and being suggested changing the examples to better ones for supporting the ideas in a more effective way, Eylül gave the reason for not incorporating this piece of feedback by stating that she found her examples good enough. She further commented that it she found it challenging to change the examples in limited time before the final draft submission and she had already spent one hour writing that essay on those ideas.

After receiving feedback on the examples in the body paragraphs in his essay and being suggested finding other examples to make his points clearer, Kemal also told that he refused to incorporate this piece of feedback as he thought he already found the best examples he could. Upon being asked his opinion on the effectiveness of this piece of feedback, he gave his thoughts using the following words:

> I don't know. I think it's not useful for me. Because I think that I could find everything, every example that I could, and she said "You can find another one". How can I? *(Stimulated Recall Session, Kemal)*

In rare cases, EFL students also reported forgetting to incorporate peer feedback ($f = 2$). To illustrate, Şebnem received peer feedback on the grammatical accuracy of the use of tenses in one sentence in her essay. While giving her thoughts on the related peer feedback in the stimulated recall session, she explained that she forgot to incorporate her peer's feedback while revising her essay, also accepting that it was a mistake as it had also been corrected by her instructor on the final draft. Similarly, while reflecting on the peer comment he received on one of the sentences in the first body paragraph in his essay as being unrelated to the topic, Ercan, as the only student who received peer feedback on coherence among the students participating in the stimulated recall sessions, also accepted that he had forgotten to exclude the irrelevant sentence while revising his essay.

In conclusion, it was clear from EFL students' responses in the stimulated sessions that their peer feedback sessions led them to revise their essays and incorporate

peer feedback into their revisions. However, it was observed that they incorporated their peers' feedback based on their own considerations depending on its usefulness for them and the dimension of the change. It was obvious that they found it easier to make surface and meaning-preserving changes upon receiving peer feedback on mechanics, grammatical and lexical accuracy, and cohesion in their essays. On the other hand, considering that making text-based changes on their essays required more time and effort for them after they had been through all the brainstorming and first drafting stages, EFL students might have found it demanding or unnecessary to incorporate peer feedback on development of ideas, grammatical range or essay structure into their revision. Furthermore, the responses from EFL students participating in the stimulated recall sessions indicated that receiving more specific feedback and suggestions from their peers might have led to higher levels of peer feedback incorporation, which indicates that the nature and the specificity of feedback might also have had an effect on students' uptake of peer feedback.

4.2. EFL Students' Views on the Effectiveness of Their Peer Feedback Practices

The second research question aimed at discovering EFL learners' views on the effectiveness of their peer feedback exchange practices. The results regarding the students' views on the effectiveness of their peer feedback practices indicated that students mostly found peer feedback effective and useful for their improvement as writers, the improvement of their social skills, and also for the improvement of their essays. However, the results also revealed some problems and difficulties they had regarding their peer feedback exchanges.

In an attempt to answer this research question, the quantitative data which were collected through students' responses to 20 Likert-type items in the first part of the survey, and the qualitative data that were gathered by means of students' answers to the first, second and third open-ended survey questions and their reflections in the stimulated recall sessions were analyzed and interpreted in an integrative manner based on the interrelations between the code units. In order to provide a more comprehensive picture of their views on their peer feedback practices, the

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findings are presented under two subheadings, which present EFL students' general views on their peer feedback exchange practices and their views on the effectiveness of peer feedback exchange practices on their essay revisions.

4.2.1. EFL Students' General Views on Their Peer Feedback Exchange Practices

EFL students' responses to the survey items and their reflections in the stimulated recall sessions revealed their general views regarding their peer feedback practices. In their responses, students mostly reported the broad benefits of their peer feedback practices, by also mentioning the benefits they gained from peer feedback practices as writers and readers and the contributions of peer feedback practices to their social skills. On the other hand, they also reported the problems and the difficulties they experienced during their peer feedback sessions.

Broad Benefits of Peer Feedback Practices

The first open-ended survey question explored EFL students' views on the most beneficial aspect of peer feedback sessions, and the results yielded the broad benefits which they reported that they gained from their peer feedback sessions. As the most commonly mentioned beneficial aspect, EFL students reported that the biggest contribution of their peer feedback practices was noticing and correcting their mistakes thanks to their peers' feedback ($f = 42$). Moreover, while reflecting on the instances of peer feedback they received in the stimulated recall sessions, Yonca and Kemal stated that finding and correcting their mistakes thanks to peer feedback led to improvements in their essays. Emphasizing that noticing and correcting the mistakes in their essays was a major advantage of peer feedback sessions, they declared that they found peer feedback sessions useful. Pointing to the impact of peer feedback on better self-feedback, Ebru also mentioned that her peers' feedback gave her a chance to revise her essay better in terms of the aspects on which she received feedback. She also added that she could find and correct more of her mistakes after receiving peer feedback while writing her final drafts.

In relation with the mistakes found and corrected by their peers, in their comments to the first open-ended survey question, EFL students also mentioned learning from their mistakes as another beneficial aspect of peer feedback sessions ($f = 4$) by referring to their increased language awareness after noticing their mistakes. Furthermore, during stimulated recall sessions, Yonca and Feride explained that learning from their mistakes during peer feedback sessions contributed to their language awareness and writing skills. Giving their thoughts on the feedback they gave and received on grammatical accuracy and mechanics, they mentioned that they learnt from their mistakes and their peers' explanations after their peer feedback exchange process.

In addition to noticing the mistakes in their essays and learning from them, EFL students reported that getting opinions on their essays was the most beneficial aspect of peer feedback sessions, and they found hearing comments about their essays before their final draft submission useful ($f = 5$). Furthermore, knowing that their essays were revised by their peers, EFL students explained that they had a sense of confidence before submitting their final drafts to their instructors ($f = 7$). For example, upon her peer's finding her use of relative clauses and complex sentence structures really good, Ebru explained in the stimulated recall session how getting feedback on her sentence structures made her feel relieved: "While I was reading this essay, I thought that maybe these sentences are too long. I was so confused about that, but I just didn't want to make shorter sentences. That's why this part of peer feedback was useful for me."

As another benefit, EFL students also mentioned the positive impact of exchanging peer feedback on their grades. Explaining that their grades would have been lower if they had not attended the peer feedback sessions, students pointed to the increased chance of having high grades after peer feedback sessions as the most beneficial aspect ($f = 8$). In addition, as an additional positive impact of peer feedback sessions which might indirectly affect their grades, a few of the EFL students explained that having peer feedback sessions gave them a chance to learn what they missed in the class ($f = 2$).

The quantitative results of the survey also revealed students' general views on the peer feedback sessions. The results for the student responses to the survey items 11-14, which aim to explore students' general views on the benefits of their peer feedback practices, are presented in Table 4.3 below:

Table 4.3. The Quantitative Results of Students' General Views on Their Peer Feedback Practices

I think peer feedback sessions helped me …	Strongly Agree (%)	Agree (%)	Neutral/ Unsure (%)	Disagree (%)	Strongly Disagree (%)
11. improve my research skills.	22	17	35	18	8
12. prepare for departmental courses.	16	38	30	12	4
13. improve my overall proficiency in English.	20	40	26	12	2
14. increase my interest and motivation in learning English.	17	35	29	15	4

As it is displayed in Table 4.3, 60% of the EFL students strongly agreed or agreed that their peer feedback sessions helped them improve their overall proficiency in English. Moreover, more than half of the students also strongly agreed or agreed that their peer feedback sessions helped them prepare for departmental courses and increased their interest and motivation in learning English, with 54% and 52% of the students respectively. Students' views regarding the contribution of peer feedback could also be considered positive as 39% of the students strongly agreed or agreed on the contribution of peer feedback practices to their research skills.

Contributions to Students as Writers/Readers

In addition to the broad benefits of receiving feedback, EFL students also touched upon the positive sides of attending peer feedback sessions as feedback givers. In their responses to the first open-ended survey question, EFL students mentioned that they also reflected on their own essays while reviewing their peers' essays in the peer feedback sessions ($f = 11$) by comparing both essays in their minds. One of the students implied that having peer feedback sessions contributed to her essay and her improvement as a writer using the following words: "When I was giving

feedback, in my mind I also criticize my own essay. So, it helped me to develop mine in that sense."

EFL students also mentioned the positive impact of their peer feedback practices on their learning as a writer. As one of the commonly mentioned benefits, the students stated that they explored new ideas and gained new perspectives regarding how their peer dealt with the essay topic, especially when they were paired with a peer who wrote on the same topic ($f = 7$). A few students also made positive comments for the cases in which peers' essay topics were different, and they explained that brainstorming ideas with their peers on their essay topics while giving feedback to each other was the most beneficial aspect of attending peer feedback sessions.

Another contribution of peer feedback sessions mentioned by EFL students was learning new structures during their peer feedback practices ($f = 10$). While giving their thoughts on the specific instances of feedback they gave and received on the use of vocabulary items, Şebnem, Ebru and Helin mentioned that they learnt the meaning and use of some words during their peer feedback sessions. Giving a more specific example, Ercan stated that he learnt he could also use "One other" instead of "Another" while making a transition to another point while writing a topic sentence.

In addition to these contributions, in their responses to the first open-ended questions, 8 EFL students mentioned that they improved their text analysis skills as readers ($f = 8$). They explained that they could interpret and comment on written texts better with the contribution of peer feedback sessions they attended.

Contributions to Students' Social Skills

The quantitative data from the Likert-type scale items 15-20 in the first part of the survey aimed at examining EFL students' views on the contributions of peer feedback practices to their social skills. The quantitative data from the first part of the survey were analyzed and integrated with the related codes that emerged in

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their responses to the first open-ended survey question. The analysis results of the quantitative data are presented in Table 4.4 below:

Table 4.4. The Quantitative Results of Students' Views on the Contributions of Their Peer Feedback Practices to Their Social Skills

I think peer feedback sessions helped me …	Strongly Agree (%)	Agree (%)	Neutral/ Unsure (%)	Disagree (%)	Strongly Disagree (%)
15. improve my interpersonal skills in pair/group work.	45	37	10	5	3
16. improve my interactional skills.	43	32	17	7	1
17. develop my politeness strategies while communicating.	51	33	11	3	2
18. improve my problem solving skills while working in pairs/groups.	28	43	20	7	2
19. improve my collaboration skills while working in pairs/groups.	40	36	17	7	0
20. and my friends build a sense of community in the classroom.	44	29	16	11	0

As illustrated in Table 4.4, the survey results revealed that a high majority of EFL students found their peer feedback practices beneficial for improving their social skills in general terms. The positive impact of peer feedback sessions on improving their politeness strategies was the most commonly agreed aspect by EFL students in terms of improving their social skills. According to the first part of the survey, 84% of the EFL students strongly agreed or agreed that their peer feedback practices improved their politeness strategies. In parallel with the results of the first part of the survey, a few students responding to the first open-ended survey question mentioned the contribution of their peer feedback practices to the improvement of their politeness strategies as the most useful aspect of having peer feedback sessions ($f = 2$).

Most EFL students reported that having peer feedback practices were also useful for the development of their interpersonal skills. According to the first part of the survey, 82% of the EFL students strongly agreed or agreed that peer feedback sessions improved their interpersonal skills. EFL students' responses to the first-open ended survey question also indicated that EFL students found peer feedback practices helpful for getting to know their classmates better ($f = 7$). One student

wrote: "Also, knowing the person who gives me feedback closer is one of the benefits of feedback."

Another contribution of peer feedback exchanges reported by EFL students was related to the improvement in their interactional skills. The results of the first part of the survey showed that 75% of the EFL students strongly agreed or agreed that their peer feedback practices improved their interactional skills. In their responses to the first open-ended question, EFL students also touched upon the contribution of their peer feedback practices to their interactional skills ($f = 9$), reporting that they could observe the improvements in their interactions with their classmates while doing pair/group work thanks to having peer feedback sessions.

The last valuable contribution of peer feedback sessions to EFL students' social skills was the increase in their collaboration skills. 76% of the EFL students responding to the survey items strongly agreed or agreed that peer feedback sessions helped them improve their collaboration skills. A few of the students responding to the first open-ended survey question also commented that the improvements in their collaboration skills was the most beneficial aspect of peer feedback sessions, as these sessions gave them a chance to collaborate with their friends in an effective way while working on each others' essays cooperatively ($f = 2$).

Problems Related to Peer Feedback Practices

The analysis of EFL students' responses to the second open-ended survey question, which aimed at exploring their views on the least beneficial aspect of peer feedback sessions, unearthed the problems they had during peer feedback sessions, particularly the problems they experienced while giving and receiving feedback and the ones related to their peers.

Regarding receiving peer feedback, in their answers to the second open-ended survey question, one major point raised by EFL students was not receiving enough and effective feedback during peer feedback sessions ($f = 11$). Explaining that their

instructors still found many more mistakes in their essays after they got and incorporated peer feedback, the students implied in their responses that peer feedback exchanges did not lead to any remarkable improvements in their essays due to their peers' finding only basic or minor mistakes in their essays or just making positive comments on their essays In his response to the second open-ended survey question, comparing the peer feedback he received and gave during the sessions, one of the students attributed this problem to his peer's having lower proficiency level:

> I find nothing beneficial in peer feedback sessions, since I was highly more knowledgeable than all my pairs so far. Though I managed to give beneficial feedback, my pairs were not able to see the mistakes I have made. They were insufficient.

Another reason for not receiving enough and effective feedback during peer feedback sessions as cited by the students was their peers' lack of enough competence and knowledge for giving feedback ($f = 5$). Emphasizing their peers were also students like themselves and they could not notice the mistakes, a few of the EFL students also expressed their preference of teacher feedback over peer feedback, one student commented: "Our levels are almost the same or our pairs sometimes cannot see the mistakes. Someone who knows English better than us, such as our teachers, can detect those mistakes."

Moreover, EFL students also touched upon receiving misleading feedback ($f = 8$). A few of the students specifically mentioned the risk of changing their correct sentences or structures into incorrect ones because of their peers' feedback. One of the students also noted the risk of getting a low grade because of receiving misleading feedback.

In line with the problems they had while receiving peer feedback, which were reported to be resulting from their peers' lack of enough competence and language proficiency, students responding to the second open-ended survey question also referred to their own lack of enough competence and language proficiency as feedback givers, by explaining that they did not feel themselves confident in giving feedback ($f = 7$). Students' reflections in the stimulated recall sessions also highlighted their lack of trust in the feedback they gave to their peers. To illustrate,

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while giving her thoughts on the feedback she gave to her peer on mechanics, Yonca emphasized that she did not feel competent in giving feedback on mechanics. She explained that she could only see the obvious punctuation mistakes and she could not find the problems which require attention on the use of punctuation rules with transition signals.

Elaborating further on the problems related to giving feedback, EFL students also mentioned the lack of trust in the accuracy of feedback they gave and the fear of misleading their peers because of giving incorrect feedback ($f = 10$). For example, while discussing in the stimulated recall session her frequently saying "… but I am not sure" at the end of her comments while giving feedback to her peer, Feride clarified that she used these expressions as she wanted to show she did not want to mislead her peer.

Based on their experiences, students also addressed one specific problem related to their peers. In their responses to the second open-ended survey question, several EFL students mentioned their peers' unwillingness during peer feedback sessions as an obstacle that decreases the effectiveness of their peer feedback exchanges ($f = 4$). Complaining that their peers did not give as much attention as they did during the peer feedback sessions, they reported that they did not benefit from their peer feedback exchanges as much as they expected.

Difficulties EFL Students Had During Peer Feedback Practices

Regarding the third open-ended survey question, which aimed at learning about the difficulties EFL students had during peer feedback sessions, the students shared the hardships they experienced while exchanging feedback. As the first common difficulty they had during peer feedback sessions, EFL students reported that they found it difficult to make negative comments about their peers' essays ($f = 7$) because of affective reasons. Explaining that they did not want to hurt their peers' feelings or offend their peers by the feedback they gave, students mentioned that they could not give objective comments on their peers' writing.

Another difficulty that was mentioned by EFL students was convincing their peers of their mistakes ($f = 7$). Elaborating on her experience of exchanging peer feedback with her peer, one of the students explained how she grew reluctant to disagree with her peer after her peer's not accepting the mistake she made: "For example, I found my friend's mistake. However, she doesn't accept her mistake. At the end, I said that you are right, unfortunately."

Some of the EFL students also mentioned that they had difficulty understanding each others' comments during peer feedback sessions ($f = 6$), explaining that they sometimes found it hard to express themselves clearly or understanding what their peers exactly meant while exchanging feedback in English. Upon being asked for their reflections on their use of Turkish at times during peer feedback sessions, 2 of the students participating in the stimulated recall sessions also mentioned that they preferred using Turkish when they could not express themselves, though not always. To illustrate, Ebru stated that explaining the meaning in their sentences or explaining the mistakes and rules to their peers in English might sometimes be hard for them as they are just students.

One last difficulty mentioned by EFL students related to giving and receiving feedback was difficulty in offering constructive suggestions and further comments for their peers' essays ($f = 4$). Referring to the feedback they gave by answering the open-ended questions in the checklist, students reported that they could not come up with further ideas on how to improve their peers' essays after discussing the problems in the essays in the peer feedback sessions.

Overall, the results on EFL students' general views on their peer feedback practices revealed that they generally believed in the merit of their peer feedback exchanges, considering the positive impacts on the decrease in the number of their mistakes and their subsequent corrections by their peers, and also the increased chance of getting higher grades and the accompanying feeling of confidence before essay submission. Moreover, peer feedback sessions were observed to be beneficial for EFL students' own improvements as writers and readers, as peer feedback exchanges gave them a chance to analyze and interpret their peers' texts,

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to learn new language structures in these texts, and also to reconsider the development of their own essays as a further metacognitive consequence. Apart from their academic skills, both qualitative and quantitative results showed that EFL students believed peer feedback sessions improved their social skills, by enabling them to develop politeness strategies, and also enhancing their interactional, interpersonal and collaboration skills during their interactions with their peers while exchanging feedback.

On the other hand, the problems and the difficulties EFL students mentioned regarding their peer feedback exchange practices cannot be overlooked. The difficulties EFL students experienced indicated that they had doubts regarding the effectiveness of their feedback exchange practices, resulting from their lack of confidence in their own and their peers' language proficiency and their lack of confidence in themselves and their peers as feedback givers and receivers. In addition to these problems, the importance of peers' attitudes towards peer feedback practices was also noted. The difficulties that were mentioned by EFL students regarding peer feedback exchange practices signaled that they needed training on how to give feedback, what to give feedback on and how to discuss the feedback points by using the language effectively.

4.2.2. EFL Students' Views on the Effectiveness of Peer Feedback Exchanges on Their Essay Revisions

EFL students' views on the effectiveness of their peer feedback practices on their essay revision were analyzed through the qualitative and quantitative data from their responses to the Likert-type scale items and the first open-ended question in the survey. The quantitative results of students' views on the contributions of their peer feedback practices to their academic skills are presented in Table 4.5 on the next page:

Table 4.5. The Quantitative Results of Students' Views on the Contributions of Their Peer Feedback Practices to their Essay Revisions

I think peer feedback sessions helped me …	Strongly Agree (%)	Agree (%)	Neutral/ Unsure (%)	Disagree (%)	Strongly Disagree (%)
1. improve the development of ideas in my essays.	32	35	27	6	0
2. improve the organization of my essays.	31	45	17	7	0
3. use more complex sentences in my essays.	11	25	37	22	5
4. improve the accuracy of grammar use in my essays.	29	41	22	8	0
5. improve the variety of word choices in my essays.	34	27	21	14	4
6. improve the accuracy of word choices in my essays.	34	34	21	9	2
7. improve the spellings of words in my essays.	44	30	13	10	3
8. improve the use of punctuation in my essays.	39	35	15	6	5
9. increase the variety of linkers/transition signals in my essays.	25	31	30	10	4
10. increase the accuracy of linkers/ transition signals in my essays.	27	31	28	13	1

As the analysis results from the first part of the survey highlights, EFL students found their peer feedback practices useful for improving the structure of their essays. According to the results of the first part of the survey, 76% of the students strongly agreed or agreed that exchanging peer feedback improved the organization of their essays. In their responses to the first open-ended question, several of the EFL students explicitly explained in what ways peer feedback sessions made their essays better in terms of their organization ($f = 5$), as exemplified by the student comment: "It helped me improve my topic sentences especially."

The students' views on the effectiveness of peer feedback sessions on the improvement of their essay structure were found to be parallel with the effectiveness of the revisions analyzed in their drafts. To illustrate, one of the students received two pieces of feedback on her introduction paragraph, suggesting that the flow of ideas should be from general to specific in the introduction, and the thesis statement should be one single sentence, as illustrated in Figure 4.21 on the next page:

Figure 4.21. First Draft Version of a Sample Student Paragraph with PF Received
on Essay Structure

The student's revision in her final draft, which led to improvement in her
introduction paragraph upon receiving peer feedback, is illustrated in Figure 4.22:

Figure 4.22. Final Draft Version of the Sample Student Paragraph with PF on
Essay Structure Incorporated

Moreover, the reflection of students' revision upon receiving peer feedback on her
thesis statement was also observed on her grade related to essay structure out of 5,
as seen in Figure 4.23 below:

Figure 4.23. The Reflection of Students' PF Incorporation on Her Grade Related to
Essay Structure

In addition to the improvements in their essay structure, the results of the survey also
indicated that EFL students also considered peer feedback sessions helpful for the
improvement of their essays in terms of mechanics. Specifically, 74% of the students
strongly agreed or agreed that peer feedback sessions improved the spellings of words

and the use of punctuation rules in their essays. In addition, students' responses to the first open-ended question showed that students thought peer feedback sessions contributed to improvement of mechanics in their essays (f = 8), with comments suggesting that the correction of their mistakes on the spellings of words and the use of punctuation rules thanks to their peers' feedback was the most beneficial aspect of peer feedback sessions.

Moreover, EFL students mostly thought that peer feedback sessions improved the accuracy of their grammar use, with 70% of the students strongly agreeing or agreeing that their peer exchange practices helped them increase the accuracy of grammar rules in their essays. The contribution of peer feedback sessions to the improvement of students' correct grammar use in their essays was also recognized in students' reflections in the stimulated recall sessions. While commenting on their peer feedback exchanges on grammar, Ercan and Hale underlined that peer feedback sessions they attended were most useful in terms of improving the accuracy of grammar use in their essays.

The reflections of students' views on the effectiveness of their peer feedback practices were also observed on their peer feedback incorporation into essay revision. To illustrate, one of the participating students received 5 pieces of peer feedback on the accuracy of grammar rules in her introduction paragraph and the topic sentence of her first body paragraph regarding subject-verb agreement and the pluralization of the nouns, as indicated by the numbered parts corrected by her peer on the paragraph given in Figure 4.24 below:
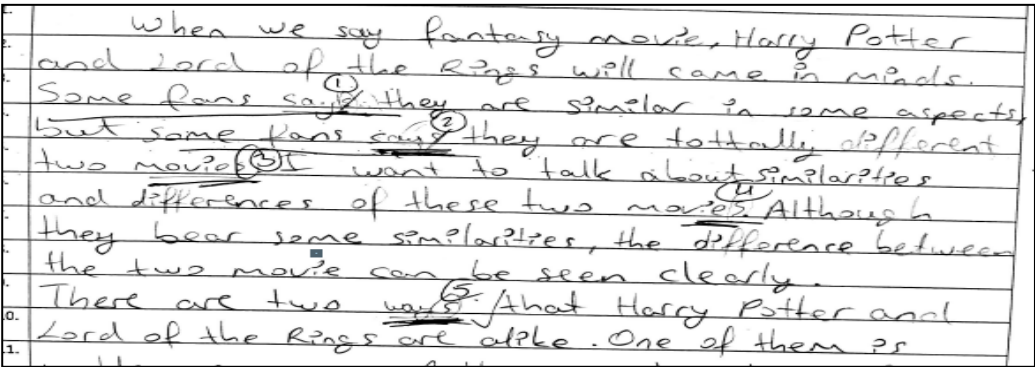
Figure 4.24. First Draft Version of a Sample Student Paragraph with PF Received
on Grammatical Accuracy

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When the student's final draft was analyzed, it was observed that she corrected her grammatical mistakes on her final draft upon receiving peer feedback, as demonstrated in Figure 4.25 below:
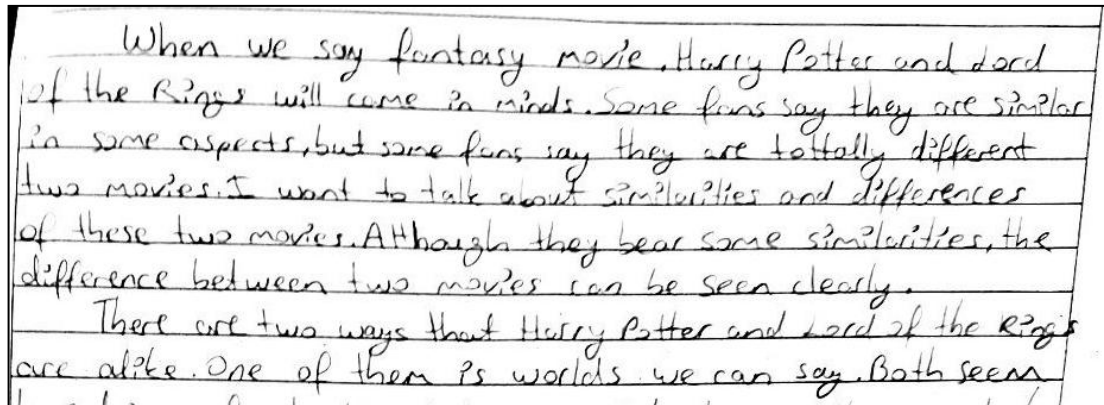
Figure 4.25. Final Draft Version of the Sample Student Paragraph with PF on Grammatical Accuracy Incorporated

As it is illustrated in Figure 4.25, the student obviously improved her introduction paragraph and the topic sentence of her first body paragraph in terms of grammatical accuracy upon incorporating peer feedback, which might explain her positive views on the contribution of peer feedback practices to the improvement of grammatical accuracy in her essay.

Another contribution of peer feedback practices reported by EFL students was related to improvements in their essays in terms of lexical accuracy and range. The results of the first part of the survey showed that 61% of the EFL students strongly agreed or agreed that their peer exchange practices helped them increase the variety of word choices in their essays. Furthermore, 68% of the students strongly agreed or agreed that having peer feedback improved the accuracy of their word choices in their essays. EFL students' responses to the first open-ended survey question also indicated that their peer feedback sessions contributed to the improvement of vocabulary use and word choices in their essays ($f = 5$).

EFL students also reported that having peer feedback sessions improved use of linkers and transition signals in their essays. According to the results of the first

part of the survey, 56% of the EFL students strongly agreed or agreed on the positive impact of peer feedback practices on the variety of the linkers and transition signals in their essays, and 58% of the students strongly agreed or agreed that peer feedback sessions helped them increase the accuracy of the linkers and transition signals they used. While responding to the first open-ended survey question, a few EFL students also reflected their positive views on the contribution of peer feedback practices to the improvement of the use of linkers and transition signals in their essays ($f = 2$).

In spite of the contributions of peer feedback practices mentioned above, there was a controversy in EFL students' responses in terms of the impact of peer feedback practices on improving the idea development in the essays. Although the quantitative results from the first part of the survey demonstrated that 67% of the EFL students strongly agreed or agreed on the contribution of peer feedback sessions to the development of topic in their essays, the qualitative findings from students' responses to the second open-ended survey question and students' reflections in the stimulated recall sessions regarding the peer feedback they received on the development of ideas in their essays indicated that peer feedback sessions did not reflect any improvements on their essays. To illustrate, Baran highlighted that he had already come up with the best ideas during the brainstorming stage before writing his essay and his peers' suggestions did not lead to any improvements on the development of ideas. Moreover, Ercan mentioned that having peer feedback sessions did not result in any further improvement in his essay in terms of idea development, highlighting that he wrote his essay relying on his own ideas on the topic and it is difficult to change or direct one's ideas after they already write their drafts.

The controversy between student views on the contribution of peer feedback practices to the development of ideas and their incorporation of peer feedback on idea development was also observed while analyzing student drafts. To illustrate, one student received peer feedback on the development of topic in his essay suggesting that he should add more examples to the first body paragraph in his essay. The first draft version of the students' body paragraph is illustrated in Figure 4.26:

Figure 4.26. First Draft Version of a Sample Student Paragraph with PF Received on Development of Topic

The analysis of his final draft showed that he changed nothing related to the ideas in the first body paragraph in his essay, as it is shown in Figure 4.27:

Figure 4.27. Final Draft Version of the Sample Student Paragraph with PF on Development of Topic Refused

Another minor contribution of peer feedback sessions that EFL students considered to have little/no impact on the improvement of their essays was the use of complex sentences. According to the results of the first part of the survey, 37% of the EFL students were neutral/not sure about the contribution of peer feedback sessions to their use of more complex sentences in their essays.

Both quantitative and qualitative results on students' views on the effectiveness of their peer feedback practices on their essay revision showed that they found peer feedback sessions highly beneficial for the improvement of their essays, especially in terms of essay structure, grammatical accuracy, lexical accuracy, and mechanics. Moreover, it can be concluded that that students' views on the

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effectiveness of peer feedback practices are also reflected in the levels of their peer feedback incorporation, as they mostly incorporated peer feedback they received on mechanics, grammatical accuracy and lexical accuracy.

4.3. EFL Instructors' Views on the Effectiveness of Their Students' Peer Feedback Exchange Practices

The third research question aimed at exploring EFL instructors' views on the effectiveness of their students' peer feedback exchange practices, and the analyses of the data from semi-structured interviews with the instructors uncovered not only their general views regarding their students' peer feedback practices but also their views and observations on the effectiveness of these peer feedback practices in terms of their students' essay revisions. The results demonstrated that although EFL instructors mostly believed that peer feedback practices are beneficial for their students' improvements as writers and their social skills. However, they sounded rather doubtful about the effectiveness of their peer feedback exchanges on their essay revisions, although they also emphasized the dependence of the effectiveness on the students. The results regarding the EFL instructors' views on their students' peer feedback practices are introduced under two-subheadings, regarding their general views on students' peer feedback practices and their observations on the effectiveness of students' peer feedback practices into essay revision.

4.3.1. EFL Instructors' General Views on Their Students' Peer Feedback Practices

The semi-structured interviews conducted with EFL instructors revealed their general views on their students' peer feedback practices. In the interviews, the instructors discussed the main issues related to their students' peer feedback practices based on their observations. They also shared their views on the contributions of peer feedback practices to their students' developments as writers and readers, and their social skills.

Main Issues Related to Students' Peer Feedback Practices

While commenting on the overall quality of their students' peer feedback practices and on the quality of peer feedback of different types, all but two of the EFL instructors emphasized that the quality of their students' peer feedback exchanges depended on the students *(f = 29)*, specifically referring to their attitudes towards peer feedback, their motivation, and their proficiency levels. For instance, depending on her observations regarding her students' peer feedback exchanges on sentence structures, Hale explained that the quality of peer feedback depended on the proficiency levels of the students, by further clarifying that if the student is a proficient learner, then the learner could give good quality feedback, but the quality of the feedback decreases dramatically with the low level of students' proficiency. Similary, Eda and İpek explained that the effectiveness of peer feedback sessions depended highly on the students' level, motivation and enthusiasm. They mentioned that the quality and the effectiveness of students' peer feedback practices were at higher levels when the students took the peer feedback exchange process seriously and had a positive attitude towards peer feedback exchanges.

Selin also discussed the issue by comparing the two classes she taught regarding how peer feedback sessions went in each class. Stressing that the students were the only changing factor as she followed the same procedures while running the peer feedback sessions in both classes, she commented that peer feedback sessions went better in one of her classes:

> Also it depends on the students. If I give students in my partner class an example, all feedback sessions, I mean, I did the first one with them, yeah it was perfect. They did their best in order to communicate with each other in English. They tried to say as much as possible. They didn't cut it short. I am sure they did their best in order to give a detailed feedback, but when I think about the feedback session with my own students, it was very short. It took approximately 20 minutes, so I don't think it was as effective as the first one, so it depends on the students. For some students, with some students it is great, but with some other students, it can be a failure. *(Instructor Interview, Selin)*

As the second common issue that EFL instructors raised about their students' peer feedback exchange practices, 7 of the EFL instructors drew attention to students' prioritizing giving feedback on the accuracy of grammar rules in their peers'

essays (*f* = 18). For instance, Selin mentioned that her students mostly tended to start their peer feedback sessions by giving feedback on the accuracy of their peers' grammar use in the essays and she felt the necessity to remind them to also focus on the other aspects during the sessions. Holding similar views, Eda and Hale cited the dominance of the accuracy of grammar in teacher feedback students had received in their earlier years of language education for students' prioritizing the accuracy of grammar in their peer feedback exchanges. They mentioned that students might have been considering feedback only as corrections made on the grammatical problems on a written text.

Relying on their observations, some of the EFL instructors also stated that their students considered peer feedback exchange as just noticing and underlining surface level mistakes on their essays (*f* = 5), which might also be considered as the possible reason for students' prioritizing grammatical accuracy. To illustrate, defining how her students perceived peer feedback sessions as "finding mistakes session", Nida further commented that this might be resulting from students' consideration of error correction as a part of their learning as they thought they would get higher essay grades when they made fewer surface level mistakes and they were not aware of the fact that caring about organization would also be helpful for them to write better essays.

Although the students were observed to be focusing on finding surface level mistakes during the peer feedback sessions, upon their evaluations of their students' final drafts, 3 of the EFL instructors mentioned that the students still missed the mistakes in their peers' essays (*f* = 11), including even some basic grammar mistakes that they prioritized while exchanging feedback. Making further comments on the issue, Selin attributed this to students' having almost the same proficiency levels, by indicating that students could not notice the mistakes in their peers' essays as they were already prone to make similar mistakes. Holding similar views, Petek explained the reason for students' missing mistakes as their lack of linguistic knowledge and also exemplified the issue through students' not noticing their peers' vocabulary-related mistakes due to their inadequate vocabulary knowledge:

> They use a Turkish word, let's say. They use Turkish English dictionary and they find the English equivalences of Turkish words without checking its English contextual usage in English. That's why we still have weird expressions on the final drafts, right? I mean, the feedback givers also do the same thing. They feel it's right to use that word in that way. That's why they cannot say "In this context, you cannot use this word", because the feedback giver doesn't also know that. *(Instructor Interview, Petek)*

Another issue that was specifically addressed by 4 of the EFL instructors regarding the effectiveness of their students' peer feedback practices was students' lack of training and previous experience related to peer feedback exchange ($f = 10$). For instance, Aylin commented that she felt her students needed information on how to give feedback when she observed that some pairs could not give peer feedback to each other in an effective way. Similarly, Petek also emphasized that one of the main problems that lead to her students' ineffective peer feedback exchanges was their lack of previous peer feedback exchange experience and training.

Contributions of Peer Feedback Practices to Students as Writers/Readers

Although EFL instructors shared several concerns related to their students' peer feedback practices, they also mentioned several benefits of peer feedback sessions brought to their students as peer reviewers. One of the benefits of students' peer feedback practices as mentioned by 5 EFL instructors was students' reflecting on their own essays during their peer feedback exchange process ($f = 7$). To illustrate, Nida mentioned that students had a chance to see their peers' essays during peer feedback sessions and compare the use of vocabulary and the sentence structures in their peers' essays with the ones they used in their own essays, explaining that this might result in the improvements in students' essays as peer feedback givers. Seda also mentioned that peer feedback sessions made students think on the parts that need improvement in their own essays after reading and giving feedback to their peers' essays, by also adding its impact on increasing their awareness as writers.

In connection with students' reflections on their own written work during peer feedback exchange process, 2 of the EFL instructors reported that students' peer feedback exchanges helped them to explore new ideas about the essay topics they were assigned while reading their peers' essays ($f = 3$). For instance, Yağmur

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explained that peer feedback exchanges enabled students to think on the essay topic from a different perspective and get new ideas on the topic, also mentioning its indirect contribution to the idea development in students' own essays.

In addition to increasing the students' awareness as writers by enabling them to reflect on their own work and explore new ideas, 2 EFL instructors also stated that students' peer feedback exchanges contributed to their text-analysis skills as readers ($f = 3$). For instance, İpek mentioned that the students gained experience of analyzing and commenting on a piece of writing by attending the peer feedback sessions and giving feedback to their peers' essays throughout the term.

Moreover, 3 of the EFL instructors mentioned the contribution of peer feedback practices to students on their way to become autonomous writers ($f = 4$). To illustrate, Seda specifically explained that peer feedback sessions gave the students a chance to work on the improvement of their own and their peers' essays during peer feedback sessions without the direct intervention of the teacher unless they asked for help.

Contributions of Peer Feedback Practices to Students' Social Skills

Besides the contributions of students' peer feedback practices to their improvements as writers and readers, EFL instructors mentioned that students' peer feedback practices also enhance their social skills ($f = 11$). For instance, based on her observations, Aylin explained that having peer feedback sessions had a positive impact on especially shy students who did not feel comfortable speaking English during the lessons by providing opportunities for them to speak to their friends in English without the whole classroom looking at them. Moreover, Eda mentioned the students who did not seem so willing to socialize with their friends in the classroom environment started to get to know their friends better and made friends as a result of their interactions during peer feedback sessions.

Apart from interpersonal skills, EFL instructors also touched upon the impact of peer feedback practices on improving their students' politeness strategies ($f = 3$).

For instance, Hale mentioned that the students learnt how to be strategic as they tried to pick up the right words during their interactions in the peer feedback sessions. Yağmur also emphasized that students learnt how to interact with their friends nicely by choosing their words carefully during peer feedback sessions:

> You know, they have other students' assignments, and they have to think on it, check it and also give feedback. So that's a kind of… They learn how to do it. That's good for their social skills. Because they are in the same class, mostly they use very informal language, but there are some points that they don't want to break their peers heart, so they have to choose the words, you know, wisely. So that's a kind of learning how to interact with people nicely, so that works. *(Instructor Interview, Yağmur)*

In accordance with students' improving their politeness strategies as a consequence of their peer feedback exchanges, Nida and Hale mentioned the impact of their improvements in politeness strategies on their future careers. Considering that their students are going to study in ELT and ELL departments and most of them are going to be teachers, they stated that students' gaining experience of giving feedback and improving their politeness strategies would help them in their future teaching career ($f = 5$). To illustrate, Hale explained that students' practicing how to choose words and how to use their tone of voice during their peer feedback sessions is good for them as they are going to be teachers. Nida also emphasized the impact of students' peer feedback practices on their increased awareness related to giving feedback, by stating that this would positively affect their future acts in their careers.

On the whole, the results regarding EFL instructors' general views on their students' peer feedback practices demonstrated that the instructors found these practices quite advantageous to students in terms of their social skills and their improvements as writers and readers, despite highlighting its strong dependence on the students' proficiency levels, motivation and enthusiasm. The instructors also pointed to students' prioritizing grammar during peer feedback sessions and their need for training and further guidance.

4.3.2. Instructor Observations on the Effectiveness of Their Students' Peer Feedback Practices on Their Essay Revisions

Along with their general views, EFL instructors also shared their views on the effectiveness of their students' peer feedback exchanges on improving the quality of their essays, based on their observations during the peer feedback sessions and their evaluations of students' final drafts. In accordance with their comments regarding their students' focus on noticing and correcting mistakes about the grammatical accuracy, 7 of the EFL instructors reported their observations on the contribution of students' peer feedback exchanges to the improvement of grammatical accuracy in their essays ($f = 9$). Eda explained that she found her students' peer feedback exchanges on grammatical accuracy effective and she added that students who had low proficiency levels also had a chance to learn from their grammatical mistakes through their discussions during the peer feedback sessions. Nida also claimed that students were good at giving peer feedback to their friends on the grammatical accuracy of their sentences as they were able to spot the grammatical problems easily, by also mentioning its dependence on how focused the students were during the peer feedback sessions.

Apart from the accuracy of grammar and sentence structures, EFL instructors also mentioned the effectiveness of peer feedback their students received on the mechanics (spelling, punctuation and capitalization) in their essays ($f = 7$). 4 of the instructors reported that students could improve their peers' essays in terms of spelling, punctuation, and capitalization. To illustrate, Petek commented: "Mostly, correct feedback comes from students in terms of punctuation, capitalization, spelling rules. They can know these things."

Giving further details about the effectiveness of students' peer feedback exchanges on the mechanics aspect, Yağmur and Nida mentioned that students generally missed punctuation mistakes although they were better at noticing and correcting spelling and capitalization mistakes. Yağmur explained that punctuation was the students' weakest point regarding exchanging feedback on mechanics, although she found the students better at seeing capitalization and spelling mistakes in their

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peers' essays. Sharing similar views with Yağmur, Nida emphasized the impact of instructing students on how to use the rules regarding mechanics. She commented on her students' peer feedback exchanges on mechanics in her classes in both terms with a comparison, and she explained that the students were better at giving feedback on mechanics in the first term, especially punctuation, as they had been taught how to use punctuation rules in academic writing and they remembered the rules better. She added that she did not see her students devote as much effort and attention on giving feedback on punctuation in the second term as they did in the first term.

Although EFL instructors generally believed that their students' peer feedback exchanges were effective in terms of the accuracy of grammar rules and mechanics, a majority of EFL instructors mentioned that the students failed in giving constructive feedback on the content and organization of their peers' essays ($f = 15$). To illustrate, Seda commented that she felt like there was no peer comment or correction on the students' essays in terms of content and organization while she was grading their final drafts. She also added that her students never asked content or organization related questions to her during peer feedback sessions while giving peer feedback on their peers' essays.

Aylin also shared her observations related to her students' peer feedback exchanges on content and organization in the peer feedback sessions. Noting that she also checked her students' written peer feedback given to them on their peer feedback checklists, she mentioned that her students did not pay close attention to the organization of ideas, and the relationship between major and minor supporting points in their peers' essays:

> The supporting points, for example, in the final draft, I realized that it just overlaps the first one. And they haven't paid attention to that. Or the minor detail is too little, but I just saw feedback like "You had great explanation." *(Instructor Interview, Aylin)*

Yağmur and İpek, on the other hand, reported the positive impact of students' using peer feedback checklist on the effectiveness of their peer feedback exchanges on content and organization ($f = 2$), as seen in the excerpt from the interview with Yağmur:

In terms of content and organization, the checklist helps a lot and it really works. Because in the checklist, they have every detail they have to check about, so in terms of content and organization, it really works. *(Instructor Interview, Yağmur)*

In addition to content and organization, a majority of EFL instructors also mentioned that their students' peer feedback exchange practices were not effective in terms of vocabulary use and word choices (*f* = 15). For instance, Nida explained that her students just focused on understanding what is meant by the use of words rather than thinking about whether they were used correctly in the sentences or not, and she added that the accuracy of vocabulary items was one of the least important things they cared about while giving peer feedback. Hale also mentioned that her students' rare peer feedback exchange on the use vocabulary was related to the use of formal and informal words in the essays rather than the accuracy of the words, and she added that she still noticed some vocabulary mistakes while grading the students' final drafts.

Selin and Yağmur further commented on not seeing noticeable improvements in their students' essays in terms of vocabulary and word choice by associating it with students' not using monolingual or collocation dictionaries effectively (*f* = 5). For instance, Selin emphasized that students did not know how to use the words correctly as they just looked up the words in a bilingual dictionary and they used the first English equivalent of the words they saw while writing their essays, rather than seeing how the words collocate with other words by using a collocation or monolingual dictionary. Accordingly, she added that students' not having effective dictionary skills also prevented them from not only using the words correctly, but also giving effective feedback on the lexical accuracy in their peers' essays.

Another aspect of students' peer feedback exchange practices that was found not effective by 3 of the EFL instructors was related to the variety in students' sentence structures (*f* = 5). To illustrate, Yağmur mentioned that although the students were good at using grammar rules and giving feedback on the grammatical accuracy of the sentence structures, they were not able to give peer feedback on the variety of sentence structures and to help their peers use more

complex sentences. She exemplified the students' peer feedback exchanges on the variety of sentence structures with the following words:

> For example, one of the students write everything using 'should', like "You should do this.", "You should do that". And the peer doesn't give her feedback like "Change that. You use 'should' a lot", you know. They just check "Hmm, should and verb one. Okay. That's okay". So, that is… If it is wrong or right is important. The variety, they don't care about it. They don't think about it much. *(Instructor Interview, Yağmur)*

Nida also shared her views on the effectiveness of her students' peer feedback exchanges on the variety of sentence structures by explaining how her students perceived using complex sentences. She mentioned that students considered the use of complex, sophisticated and long sentences in their peers' essays as an indication of having better language skills. She explained that when the students saw a whole sentence going on to a full paragraph, they thought there should not be any problems in that sentence, by adding that students were not really aware of the fact that they should be concise and clear while writing.

The results regarding EFL instructors' observations on the effectiveness of peer feedback exchange practices into students' essay revision indicated that they believed peer feedback sessions did not substantially contribute to students' essay revisions except improving the accuracy grammar use and mechanics, mostly because of students' lack of enough training on how to give feedback and their lack of linguistic knowledge.

4.4. EFL Students' and EFL Instructors' Suggestions for Improving Peer Feedback Exchange Practices

The fourth research question aimed to learn student and instructor suggestions for improving the peer feedback practices. In an attempt to answer this question, EFL students' responses to the fourth open-ended survey question and the suggestions EFL instructors made during the semi-structured interviews were analyzed. The results indicated that while EFL students made most of their suggestions for being able to exchange more and better feedback during their peer feedback practices, EFL instructors' suggestions mostly targeted evolving the students' peer feedback exchanges into better structured practices and enabling students also reap more

benefits from the process both as feedback givers and feedback receivers. The results regarding the suggestions of both participant groups are presented under two subheadings, as students' suggestions and instructors' suggestions respectively.

4.4.1. EFL Students' Suggestions for Improving Their Peer Feedback Exchange Practices

In their responses to the fourth open-ended question in the survey, EFL students made various suggestions for improving their peer feedback exchange practices, regarding their peer feedback exchange procedures and the peer feedback checklist.

Changes Regarding Peer Feedback Sessions

While giving their suggestions for their peer feedback exchange practices, EFL students shared their suggestions that require changes in the way they are paired before having their peer feedback sessions and the way they work with their peers during their peer feedback sessions.

With respect to the pairing procedures, the most common suggestion in EFL students' responses to the fourth open-ended question was that peer feedback sessions should be held in groups ($f = 14$). 11 of the EFL students reported that working in groups would give them a better chance to get more feedback and improve their essays in a better way.

As an alternative to holding peer feedback sessions in groups, a few EFL students responding to the fourth open-ended question suggested that they should have sequential peer feedback sessions with different pairs ($f = 3$), as demonstrated in the student comment below:

> In my opinion, peer feedback sessions should be two times before giving our essays to the teacher because sometimes we miss some details. Maybe in the second time, another peer can find the mistakes and the missing details. *(Open-ended Survey Question 4, Student14)*

Even though EFL students suggested having peer feedback sessions in groups or having sequential peer feedback sessions with different pairs, there were contradicting suggestions about the ways they preferred to be paired/grouped. One of the suggestions students put forward was being paired with students they do not know or they are not close to ($f = 5$). Believing that this would increase their objectivity while giving feedback, 2 of the students suggested having pairs from other classes alternatively.

However, some EFL students suggested they be paired with their close friends for peer feedback sessions, claiming that being paired with close friends would lead to better understanding in peer feedback sessions ($f = 5$). Moreover, in relation with being paired with close friends, 3 EFL students responding to the fourth open-ended survey question and Gözde, in her stimulated recall session, suggested choosing their peers themselves instead of their instructors doing it *(f = 4)*.

Students who expected to be paired by their instructors, on the other hand, highlighted the importance of their instructors' consideration of their writing skills more carefully while pairing them ($f = 3$), as illustrated by one of the student comment below:

> All of us have different skills. Some of my friends are good at listening, while some of them are good at writing. This situation changes from person to person. If our degrees are evaluated by our teachers, groups can be created in terms of our writing skill degrees. *(Open-ended Survey Question 4, Student61)*

Besides their suggestions regarding the pairing procedures, EFL students also made suggestions regarding their peer feedback exchange procedures. One common suggestion mentioned by EFL students was having their instructors play a more active role in their peer feedback sessions or act as a part of these sessions ($f = 10$). Mentioning their need for further teacher guidance or teacher confirmation for their peer feedback exchanges, EFL students explained that their teachers should be integrated into their peer feedback sessions.

Considering the length of time they spent exchanging peer feedback, EFL students also suggested allocating more time for peer feedback sessions ($f = 7$).

Complaining that they had limited time and they felt they were in a rush during peer feedback sessions, students reported that they would be able to give feedback to their peers more comfortably if the time given for their peer feedback sessions was longer.

Another suggestion that EFL students made related to spending more time on giving and receiving peer feedback was having one day to analyze their peers' drafts before attending the peer feedback sessions ($f = 5$). Students mentioned that taking their peers' essays home one day before the peer feedback sessions and having a look at the essays for a longer period of time would enable them to think on their peers' essays more carefully and analyze them in a better way.

Apart from their suggestions regarding the peer feedback sessions, hoping that it might result in better improvement in their writing skills, EFL students also suggested having extra compulsory writing assignments that are assigned for further practice but not graded ($f = 8$).

Changes Regarding Peer Feedback Checklist

EFL students also made some suggestions on improving the peer feedback checklist. As the most common suggestion about the checklist ($f = 7$), EFL students suggested that the Yes/No part in the peer feedback checklist have more degrees, as illustrated by one of the students' comment below:

> There are only two options for peer feedback paper, and sometimes I may not be sure if the criteria is yes or no. I think the scale might be with numbers, such as *3 (yes), 2 (neutral), 1 (no). (Open-ended Survey Question 4, Student83)*

Another suggestion made by some of the EFL students was having a more-detailed Yes/No part in the checklist ($f = 4$). Expecting to get more detailed peer feedback that will lead to better improvement in their essays, they suggested that the statements given in the Yes/No part in the checklist should be made more detailed.

Apart from improving the available parts, EFL students suggested removing some parts of the checklist. Thinking that they are not necessary, EFL students

specifically suggested removing "Write-the-topics" part in which they write the topics of the body paragraphs in their peers' essays ($f = 3$), and also "Write-the-thesis-statement" parts ($f = 3$) in which they write the thesis statement in their peers' essays.

4.4.2. EFL Instructors' Suggestions for Improving Their Students' Peer Feedback Exchange Practices

The common suggestions EFL instructors made in the semi-structured interviews for improving their students' peer feedback exchange practices targeted doing better preparation for peer feedback practices, making improvements on students' peer feedback exchange procedures for better sessions, and also making improvements on students' peer feedback checklists.

Better Preparation for Peer Feedback Practices

While giving their suggestions for improving their students' peer feedback sessions, EFL instructors talked about the importance of a better preparation of peer feedback practices regarding both students and instructors. As one of the most common suggestions, 6 of the EFL instructors suggested pre-training students about exchanging peer feedback ($f = 29$). To illustrate, Seda and Petek suggested providing students with sample paragraphs and essays, reflecting them on the board, and working on the problems that the samples have about content, organization and accuracy of grammar one by one to raise students' awareness. Petek added that students should also use the peer feedback checklist in the pre-training session, in order to make students get accustomed to using the checklist in the peer feedback sessions in a more effective way.

4 of the EFL instructors also underscored the importance of explaining the benefits of peer feedback exchange practices and the rationale behind having peer feedback exchanges along with the pre-training session ($f = 8$). To illustrate, Hale mentioned the impact of explaining students the reasons and the logic behind encouraging them to have peer feedback sessions. Moreover, Eda and İpek also pointed to

influence of explicitly mentioning the benefits of peer feedback practices on increasing students' motivation and enthusiasm.

In addition to training students and communicating the benefits of peer feedback to them, Petek strongly stressed that instructors, including herself, also needed more motivation and training for providing a better guidance to students during their peer feedback sessions. She mentioned that her colleagues did not speak really motivated of the peer feedback sessions when she talked to them, and she commented that she believed her colleagues did not run the peer feedback procedures with enthusiasm based on her observations. She added that as instructors, they needed more encouragement and also training on how to guide and manage students during their peer feedback exchange process. While explaining her need for training, she stated that she could not figure out what to do with students saying they were done with exchanging feedback, although she tried to further guide the students as much as she could.

Improvements on Peer Feedback Exchange Procedures for Better Sessions

EFL instructors also recommended some improvements on their students' peer feedback exchange procedures in order to increase the effectiveness of their peer feedback sessions. Specifically, they suggested several remedial procedures to be followed before, while and after their students have their peer feedback sessions.

Regarding the remedial procedures before students' holding their peer feedback sessions, the most common suggestion that was put forward by EFL instructors was students' having a pre-peer feedback session ($f = 24$). EFL instructors mostly thought that it would be helpful for students to generate outlines or brainstorming charts for their essays before they write their first drafts, come together before the peer feedback session and talk about their essay outlines and the ideas they plan to include in their essays. For instance, Yağmur talked about its possible contribution to students' incorporation of their peer's feedback on the content and organization of their essays as she observed her students be more resistant to change the content of their essays after they wrote their first drafts. Nida also commented that pre-

peer feedback sessions would contribute to the improvement of students' essays by making the outline and the organization of students' essays close to perfection.

In addition to having pre-peer feedback sessions, İpek and Yağmur also highlighted the importance of students' filling in a self-assessment checklist before attending the peer feedback sessions ($f = 5$). İpek stated that students' checking their own writing through a self-assessment checklist would be helpful as they generally did not proofread what they wrote until peer feedback session or essay submission. In addition, Yağmur suggested that students can use the peer feedback checklists also as a self-assessment checklist for revising and polishing their writing before attending the peer feedback sessions, as all items on which their essays will be evaluated by their peers are on that checklist.

As an alternative suggestion to students' writing individual drafts and exchanging feedback on them, Petek emphasized that students should do collaborative writing ($f = 7$). She suggested that two peers write one draft and go through all the writing process together, from the brainstorming to the final draft stage, and she claimed that collaborative writing would sharpen students' sense of responsibility and encourage students' ownership of their texts as they would negotiate the ideas and the use of language more while producing a written work. Referring to her observations on the collaborative writing practices her former students had, she commented that the quality of students' written work was higher when they worked on that piece of writing together. Finally, she added that students' practicing collaborative writing would relieve instructors' burden, as they would read and evaluate fewer student texts with better quality. Regarding peer feedback exchanges followed by collaborative writing, Petek suggested that students should work in pairs to give peer feedback to another pair's collaboratively written work.

In terms of pairing students before the peer feedback sessions, Hale and Petek suggested "blind-pairing" students, which includes covering the student names on the essays and making students give peer feedback on an essay during peer feedback session without knowing who wrote it until they are done giving

feedback ($f = 5$). Hale explained that this might prevent reviewer bias and result in students' giving better quality feedback in a more objective manner:

> Maybe they could they could cover the names. They may not know whom they are giving feedback to. Because we have some thoughts and ideas about other people in the class, and if we get successful person's writing or essay, we know that "This is going to be good, so I am not going to spend a lot of time." *(Instructor Interview, Hale)*

As another alternative, Petek suggested blind-pairing students with students from another class. Commenting that students' exchanging essays with no names on them with students from another class might increase their excitement and motivation for peer feedback sessions. While giving this suggestion, she put emphasis on students' giving peer feedback as pairs on the essay of another pair, as she had already suggested students' collaborative writing and each pair's producing one piece of written text.

As a remedial procedure to be followed while students are having their peer feedback sessions, Seda and Eda suggested that students have 2 sequential peer feedback sessions with different pairs in order to minimize the risk of one of the peer's not getting enough feedback. Seda commented that the second session could be a shorter one as the essays would already have been checked once, and she explained that students with better writing skills could also get something out of peer feedback sessions by this way as they seem to get less and lower quality peer feedback.

Regarding remedial procedures after students' holding peer feedback sessions, 4 of the EFL instructors suggested students have a post-peer feedback session ($f = 13$) in which they would have a chance to compare the peer feedback they gave and the instructor's feedback to their peers in order to see what they missed while giving peer feedback. Eda and Seda specifically mentioned that this would make the students learn from the points they did not notice while giving peer feedback and improve their essays better in their future writing practices.

In addition to peer feedback practices regarding students' graded academic writing portfolios, 5 of the EFL instructors suggested that the number of peer feedback

practices in in-class activities should be increased in order to provide students with more peer feedback exchange experience ($f = 12$). For instance, Aylin mentioned that students' giving peer feedback to each other on their in-class writing activities would make students focus more on content than the structure or language use as these in-class activities are more like free-writing activities which they give their opinions on the topics covered in the lessons. Petek also stated that students' in-class peer feedback exchanges on the essays they wrote for midterm preparation would be a good idea.

Improvements on Peer Feedback Checklist

EFL instructors also made some suggestions for increasing the quality of the peer feedback checklist their students used in the peer feedback sessions, and their suggestions were generally aimed at making the peer feedback given by students more explanatory and specific. The first suggestion made by 4 of the EFL instructors is having more degrees in the Yes/No part of the checklist ($f = 5$). To illustrate, Hale shared her students' complaints regarding having only two options in the Yes/No part and explained that having more options would be better. In addition, Eda also explained that having only Yes or No as options in this part is restrictive as it prevents students from providing detailed feedback, and she suggested that having more degrees might increase the quality of the checklist.

Apart from having more degrees in the Yes/No part, two other specific suggestions regarding the peer feedback checklist came from Eda and Nida. The first suggestion was providing some note-taking space for the items in the Yes/No part for students to write their comments ($f = 3$). They explained that students' written comments regarding the content, organization, and the use of language in their peers' essays might be more specific if they have some note-taking space under the items in the Yes/No part, and the students might more easily remember what their peers said on the specific items.

Eda and Nida also suggested changing the open-ended questions into sentence completion format ($f = 2$). They mentioned that students had difficulty in finding

what to write for the open-ended questions, and they added that using sentence-completion format for these questions and starting the sentence for the students to complete, like "If I were the writer of this essay, I would …" would be easier for them to answer.

The students' and instructors' suggestions were tabulated for better visualization of the common and different suggestions they made for improving the peer feedback sessions in different aspects. The suggestions made by both participant groups are presented in Table 4.6 below:

Table 4.6. Student and Instructor Suggestions for Improving the Peer Feedback Practices

	Student Suggestions	Instructor Suggestions
Preparation for PF Practices	---	* Pre-training students * Communicating the benefits of PF practices to students * Pre-training instructors
Procedures before Holding PF Sessions	* Having one day to analyze their peers' essays before PF sessions	* Students having pre-PF sessions for brainstorming and outlining * Students using a self-assessment checklist * Collaborative writing
Pairing & Peers	* Having PF sessions in groups * Being paired with peers from another class/they are not close to * Choosing their own peers	* Blind-pairing students
PF Exchange Procedures	* Having 2 sequential PF sessions with different pairs *Teachers being integrated into PF sessions * Longer time for PF sessions	* Students having 2 sequential PF sessions with different pairs
PF Checklist	*Adding more degrees for Yes/No part in the checklist *A more detailed Yes/No part in the checklist *Removing some parts from the checklist	*Adding more degrees for Yes/No part * Providing note-taking space for students to write their comments * Sentence completion format for open-ended questions
Procedures after Holding PF Sessions	---	* Students having a post-PF session
Others	* Extra writing activities	* Extra PF practices

As it is demonstrated in Table 4.6, student suggestions were mostly about students' being able to exchange more and better feedback during their peer feedback practices, while instructor suggestions were aimed to increase the

beneficial aspects of peer feedback sessions for their students both as feedback givers and feedback receivers. The common suggestions EFL students and EFL instructors made were students' having 2 sequential peer feedback sessions with different pairs in order to increase the amount of peer feedback they get on their essays, and making changes and improvements on the peer feedback checklist.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.0. Presentation

This case study was conducted in the preparatory school of a state university in central Turkey to analyze what extend EFL students incorporated peer feedback into their essay revision, to explore EFL students' and EFL instructors' views on the effectiveness of peer feedback practices, and to learn student and instructor suggestions on how to improve these peer feedback practices. The data were collected through analyses of 56 EFL students' essay drafts, peer feedback sessions, peer feedback checklists, and the subsequent stimulated recall sessions with 12 of the participating students in order to analyze their peer feedback incorporation, a student survey conducted including 100 students to explore their views on the effectiveness of their peer feedback practices and their suggestions for improving the peer feedback practices, and semi-structured interviews with 9 EFL instructors to investigate their views on the effectiveness of peer feedback practices and their suggestions.

In this chapter, the results of the study are first discussed with reference to the literature reviewed. Then, the conclusions drawn and pedagogical implications of the study are presented.

5.1. Discussion of the Findings

The results for the first research question with regard to the level of students' peer feedback incorporation showed that EFL students incorporated 64% their peers' feedback into their essay revision in total. In terms of specific feedback types they

received, it was seen that students received the highest amount of peer feedback on grammatical accuracy, mechanics (spelling, punctuation, capitalization), essay structure, and lexical accuracy respectively, as also claimed by Keh (1990), Stanley (1992), and Myles (2004). When the students' peer feedback incorporation was analyzed, mostly in parallel with the amount of peer feedback they received, it was found out that they incorporated the highest amount of peer feedback on mechanics, grammatical accuracy, and lexical accuracy respectively. The feedback type on which the students incorporated the lowest amount of peer feedback into their essay revision was development of topic, which required students to add new ideas into their essays or change the ones they had into new or better ones, as suggested by their peers. These results showed parallelism with the findings of other studies in literature which yielded students' peer feedback incorporation at a considerable level (Huang, 1995; Lei, 2017; Mendonça & Johnson, 1994; Nelson & Murphy, 1993; Ting & Qian, 2010; Villamil & Guerrero, 1998). As it was also observed in Mendonça & Johnson's (1994) and Villamil & Guerrero's (1998) studies, the students incorporated more than half of the peer feedback they received in peer feedback sessions. Specifically, as it was also demonstrated by the findings of Huang (1995) and Ting & Qian (2010)'s studies, students' incorporation of form-based feedback was found to be higher than their incorporation of content-based feedback. Villamil & Guerrero (1998) discussed the findings of their study regarding the students' higher level of peer feedback incorporation on grammar by associating it with their desire to first "clean the text" from the problems that might hinder the readers' comprehension of the text (p. 504). As Huang (1995) also pointed out, the students in this study seemed to view language correctness as the most important aspect of essay revision, which shows students' need to be trained on how to respond to writing more globally. Moreover, students' high level of peer feedback incorporation on grammar might be an indirect impact of traditional form-oriented second language teaching (Villamil & Guerrero (1998).

The introspective reflections of students in the study showed that students incorporated peer feedback into their essay revisions selectively based on their own consideration and their own decisions, which was also specifically observed

in Mendonça & Johnson's (1994) study. As Berkenkotter (1984) pointed out, the participants were mostly "inner-directed revisers" in terms of incorporating peer feedback, meaning that the students took into their peers' comments into account but also judged their usefulness and acted accordingly while revising their essays. Although it was observed that students mostly found the form-based peer feedback they received useful and incorporated peer feedback they received on grammatical accuracy, mechanics, and lexical accuracy into their essay revision, while judging the content-based peer feedback they received from their peer especially regarding coherence and development of topic, they seemed to remain more self-reliant and mostly refused to incorporate peer feedback in these aspects.

Moreover, it was also observed that peer feedback practices gave a chance to students to review their texts from the reader's perspective, and they decided to make the necessary changes on their essays upon receiving feedback to "meet the needs of the audience" (Zamel, 1982), indicating an increase in students' reader awareness as a result of their peer feedback exchange (Ting & Qian, 2010; Yu & Lee, 2016).

The results regarding the second research question, which aimed at exploring students' views on the effectiveness of their peer feedback practices, revealed that they found their peer feedback practices beneficial both in broad terms as feedback givers and receivers and in terms of their effectiveness on their essay revisions, which was also observed in the studies carried out by Mostert& Snowball (2013), Mulder et al. (2014), Lei (2017) and Harutyunyan & Poveda (2018). The findings also revealed a connection between students' views on the effectiveness of their peer feedback exchanges and also the levels of their peer feedback incorporation. A majority of students taking the survey and students participating in the stimulated recall sessions agreed that their peer feedback sessions helped them improve their essays in terms of mechanics, grammatical accuracy and lexical accuracy, and they incorporated peer feedback in these aspects at a high level reporting that they found peer feedback exchanges useful.

In terms of specific benefits students gained from their peer feedback practices, it was observed that students mostly took the social, instructional and metacognitive advantages of peer feedback, which were also consonant with the ones mentioned by Liu & Carless (2006) and Yu & Lee (2016). To illustrate, students in this study mentioned the positive impacts of their peer feedback practices on their composition quality, and their collaboration skills, which Harutyunyan & Poveda (2018) also observed in their study. Moreover, students' comments in their responses to the survey in this study also indicated that they reflected on their own work while reviewing their peers' essays, they improved their text analysis and interpretation skills, and they learnt from the process as both peer feedback receivers and givers, which were all considered as indicators of students' critical thinking by Harutyunyan & Poveda (2018). Along with these benefits, the findings from the student surveys also showed that having peer feedback practices had an impact on students' motivation and confidence in terms of their writing skills, as also reported by Topping et al. (2000) about the advantages of peer feedback.

Although students generally found peer feedback practices useful, the results regarding the students' general views on their peer feedback practices revealed the problems and the difficulties they had related to their peer feedback practices. Most importantly, students reported their distrust in their peer feedback exchanges and their fear of exchanging misleading peer feedback as they considered their own and their peers' lack of linguistic knowledge and competence in giving feedback not enough for exchanging peer feedback in a fully effective way, as also reported by Leki (1990), Min (2005) and Rollinson (2005) as the drawbacks of students' peer feedback practices. Moreover, since students did not have much experience of peer feedback exchanges in their language learning process in their high school years, students' distrust in peer feedback they gave or received might also be related to the teacher-dominated culture of learning in Turkish education system, as proposed by Karabıyık (2008).

The students also reported other difficulties and problems they experienced in their peer feedback practices, such as not getting enough or effective peer feedback, problems related to their peers' attitudes resulting in not having any improvements

in their essays, and language-related problems which prevented students from expressing themselves clearly during peer feedback sessions. These results of the study were similar to what Cheng & Warren (1997) found out in their study, as they also defined the students in their study favorably disposed to take part in peer feedback practices although more than half of them did not feel that they had exchanged peer feedback in a fair and responsible manner. Moreover, the findings were parallel to the results from Mostert & Snowball's (2013) study, which revealed more than half of the students' positive student views on peer feedback practices in terms of identifying mistakes in their essays, being exposed to other perspectives, improving their essays, and getting higher marks as a result, but also listed lack of confidence in assessors and/or assessment process, receiving contradictory or misleading feedback, poor quality of essays submitted as the reasons for students' not finding peer feedback practices useful. In terms of the difficulties and problems the students reported, the findings of this study also show similarity to the ones Mangelsdorf (1992) explained in relation to her participants. Although they mostly found peer feedback practices beneficial, the students mentioned some problems regarding their lack of confidence in their own or their peers' ability to critique a text, not getting effective feedback due to superficial or only complimentary peer comments, and the peers' apathy towards peer feedback sessions. In addition, students' difficulties in making negative comments about their peers' essays and convincing their peers of the mistakes they made, as reported by the participants in the study, were also observed in Carson & Nelson's (1996) and Hyland's (2000) studies whose findings related their participants' difficulties in peer feedback practices to their cultural backgrounds. The difficulties which students in this study faced might also be connected to their cultural backgrounds, as suggested by Hyland & Hyland (2006). As the students believed that criticizing someone's work is also considered inappropriate, which was most probably shaped by their Turkish cultural background, the students might have found it difficult to make negative comments on their peers' essays and to convince their peers of their mistakes. In addition, as the students mostly have no previous peer feedback exchange experience, they might not have developed the required politeness strategies which are important in peer feedback exchange practices.

With regard to the results for the third research question, which aimed at investigating EFL instructors' views on their students' peer feedback practices, it was observed that the instructors' general views on their students' peer feedback practices also yielded similar results with the student views. The instructors shared parallel opinions with the students on the contribution of peer feedback practices to the development of students as writers/readers and to their social skills. The instructors stated that peer feedback practices are beneficial in that they foster students' better awareness of their texts upon reviewing their peers' texts, improve their perspectives regarding the essay topics and develop their text analysis skills. Furthermore, they also explained that they thought peer feedback practices helped their students to build better interactions with their classmates and to improve politeness strategies while communicating. These instructor views showed similarities with the views of the teachers in the studies conducted by Mangelsdorf (1992) and Vorobel & Vasquez (2014), as they also thought that peer feedback practices provided students with a diversity of thoughts, motivated them to be active readers and writers, and also helped them increase their awareness of their own texts by enabling them negotiate their texts in the peer feedback sessions.

EFL instructors also discussed the main issues that affect the quality of their students' peer feedback exchanges, which are students' prioritizing grammar, students' lack of enough linguistic knowledge and the necessary competence for giving quality peer feedback, and also their consequent need for guidance during peer feedback sessions resulting from their lack of previous peer feedback exchange experience, which were also reported in literature by Leki (1990) and Min (2005). In addition, the instructors underlined the dependence of the quality of students' peer feedback exchanges on their language proficiency levels, their motivation, and their attitudes towards peer feedback practices, which might be explained by the impact of students' different stances towards peer feedback on the effectiveness of their peer feedback practices. As Zu & Mitchell (2012) and Yu & Lee (2015) suggested, students' attitudes were found by the instructors to be influential in students' interpretation of peer feedback practices, their active participation in these activities and their incorporation of peer feedback into their essay revisions.

The instructors also shared their views regarding the effectiveness of their students' peer feedback practices on their essay revisions, based on their observations during their students' peer feedback sessions and their evaluations of students' final drafts. They commented that students' peer feedback practices did not lead to considerable improvements on students' final drafts other than the corrections in grammatical mistakes and mechanics, and the students could not provide useful feedback to their peers in terms of the content and organization of their peers' essays, as suggested by Myles (2004) and Stanley (1992). The instructors also referred to students' lack of enough linguistic knowledge to give useful and constructive feedback and their lack of peer feedback training on how to give feedback as the main issues regarding their peer feedback practices.

The results regarding the fourth question, which addressed student and instructor suggestions for improving the students' peer feedback practices in the institution, demonstrated that EFL students' suggestions were directed towards exchanging more and higher quality feedback during peer feedback practices. Specifically, the suggestions made by the students were having peer feedback sessions in groups, having 2 sequential peer feedback sessions with different pairs, and being given more time for peer feedback sessions. In relation to their suggestions about the way they are paired, students had two different ideas, which were being paired with their close friends as they thought it would result in better negotiations on their essays, and being paired with people they do not know or they are not close to, since they believed this would lead to exchanging peer feedback in a more objective way. About the pairing procedures, students also touched upon their instructors' choosing their peer's with a more careful consideration of their writing skills.

The instructors' suggestions for improving their students' peer feedback practices, on the other hand, seemed more theoretically based and they were largely related to better organization of students' peer feedback practices to increase their effectiveness, as also emphasized by Mangelsdorf (1992). First of all, the instructors marked the importance of better preparation for students' peer feedback practices, and they emphasized students' having pre-training, which was also

highlighted by the findings of related studies on pre-training students for peer feedback practices (Berg, 1999a; Min, 2005; Rollinson, 2005; Stanley, 1992). The instructors' suggesting pre-training students also corroborated the findings of McGroarty & Zhu (1997)'s study, as the teachers in their study also placed a high value on pre-training students for increasing the quality of students' peer feedback exchanges before they start their peer feedback practices. In addition to pre-training students on how to give feedback, explaining the benefits of peer feedback practices to the students was also found crucial by the instructors since it might increase students' awareness the purpose of peer feedback exchanges, which was also suggested by Berg (1999b), Mangelsdorf (1992), Rollinson (2005) and Topping (2009).

In addition to better preparation for students' peer feedback practices, EFL instructors also suggested some remedial procedures in order to increase the effectiveness of students' peer feedback sessions, such as students' having a pre-peer feedback session to brainstorm ideas with their peers for their essay topics before they start writing, making students use a self-assessment checklist to make them better revisers of their texts. After the students are done with exchanging feedback, the instructors also suggested having a post peer feedback session with students in order to increase their awareness on the impact and quality of the peer feedback they gave to their peers, as also suggested by Topping (2009).

The instructors and the students also made suggestions for improving the peer feedback checklist used in the peer feedback sessions, such as more degrees in the Yes/No part, some note-taking space for feedback givers in the checklist, and improvements on the items. These suggestions also gained importance as instructors' and students' collaboration for developing the peer feedback criteria/checklist is considered important (White & Arndt, 1991; Topping, 2009), especially for a mutual understanding and clarification of the expectations from the peer feedback practices.

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5.2. Conclusions

The present study aimed to analyze the extent to which EFL students incorporated peer feedback, EFL students' and EFL instructors' views on the effectiveness of the peer feedback practices in the academic writing classes, and their suggestions for improving these practices. Based on the findings and the reviewed literature, several conclusions were drawn.

When the results regarding students' incorporation of peer feedback into their essay revision and their views on the effectiveness of their peer feedback practices were considered as a whole, one conclusion that might be drawn from the study is the importance of providing students with sufficient time and feedback during their writing process in order to make it possible for them to go through all the stages of the writing process without any restrictions. In other words, the students' need for more "time" and more "feedback" should be recognized, which is essential for student writers' completion of the stages of the writing process with continuous support, (Raimes, 1983). In second language writing classrooms where process approach was adopted, it is recommended that students should go through at least two cycles of drafting, produce three drafts for achieving better quality in their written texts, and also get teacher feedback for their drafts more than once (White & Arndt, 1991). However, the students in this study wrote only two drafts, the final of which were evaluated by their instructors, and they did not get any feedback from their instructors before their final draft submission. It was obvious that students in this study were not provided enough time and feedback they needed before producing the final version of their written texts because of the time constraints placed by the busy teaching schedule and the lack of teacher feedback during their writing process. Therefore, the reason why students reported receiving not enough feedback from their peers as a problem, and their suggestions regarding having peer feedback sessions in groups, having more/extra writing practices for improving their writing skills, having 2 sequential peer feedback sessions with different pairs and the inclusion of their instructors into their peer feedback sessions might be resulting from their need for more feedback during the writing process for achieving a better quality in their writing, as they had only one

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peer feedback session and did not get any teacher feedback before their final draft submission. Moreover, the students also suggested being given one day to analyze their peers' drafts before attending peer feedback sessions, and more time for writing their final drafts before submission, which is a clear indication of students' asking for more time in order to be able to review their own and their peers' essays, to have better peer feedback exchanges and to evaluate their own essays more carefully before writing the final versions of their essays. Granting the sufficient amount of time and peer and teacher feedback to the students at all stages of their writing process is sure to increase the students' incorporation of peer feedback and also the quality of their drafts.

The results of the study regarding student and instructor views on the effectiveness of peer feedback practices and their related suggestions also unveiled the importance of pre-training students before they start having peer feedback practices. As the students in this study also mentioned their lack of confidence in giving feedback, this might be directly related to their lack of knowledge regarding how to give feedback, which was also observed and reported by the students' instructors. By being given the necessary pre-training on giving peer feedback, students in this study could have learnt what to give feedback on and how to give feedback. By this way, they would have given better peer feedback on the content and organization of their peers' essays, rather than focusing mostly or only on grammatical accuracy, and they would most probably have fewer of the problems and difficulties they reported regarding their peer feedback exchange practices. In addition to the intrinsic value of providing pre-training, when the problems and difficulties reported by the students and observations of their instructors on the students' peer feedback practices are considered, the way pre-training sessions are designed might also gain importance. Instead of offering pre-training only before starting the peer feedback sessions at a time, the pre-training period might also be changed into a continuous process which is shaped by the students' needs, the instructors' and students' common expectations before starting peer feedback practices and also their reflections following each peer feedback session. This process might even include organizing seminars for instructors on process writing and multiple training sessions for students.

The findings of the study also underlined the importance of organizing and structuring the students' peer feedback practices in an effective way by including all the parties in the decision-making process. First of all, if process approach to writing is to be fully and officially adopted in the institution, the administration should be informed and the Program and Material Development Unit should allocate more time for the activities related to academic writing in the weekly teaching schedules. Second, as the guides and the coordinators of their students' peer feedback exchange processes, the instructors should find common ground on how to implement and standardize students' peer feedback practices in their classes. Finally, as the main beneficiaries of the peer feedback practices, students should be involved in the organization and development of the peer feedback sessions and peer feedback criteria.

5.3. Pedagogical Implications of the Study

In accordance with the reviewed literature and the common suggestions made by the instructors and the students, the findings of this study might offer a series of steps as pedagogical implications that are offered to be taken in process-based second language writing cla7ssrooms.

Step 1: Pre-training Sessions: As the first step, considering the importance of pre-training students on giving peer feedback, multiple pre-training sessions, whose number might change according to instructors' and students' common expectations and student needs, are arranged to teach students what to give feedback on and how to give feedback. In the first pre-training session, the focus is on communicating the benefits of peer feedback to the students, and explaining the rationale behind integrating peer feedback sessions into the writing classes to the students. In the next session, students are introduced the peer feedback checklist by their instructor, they are provided a sample student paragraph/essay which is also reflected on the board, and discuss the sample paragraph/essay as a whole class with the guidance of the instructor's questions, which also include referring to the items in the peer feedback checklist. In the third session, students are provided another sample paragraph/essay, and they are allowed to work in pairs to

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give feedback to the paragraph/essay collaboratively by using the checklist. As involving the students in developing and clarifying the assessment criteria is also recommended (Topping, 2009; White & Arndt, 1991), the instructor gets the students' reflections and opinions regarding the peer assessment criteria, considering the possible revisions that might be made on the checklist before the students start using them in the first peer feedback session in which they exchanged peer feedback in practice for the first time. Depending on the students' proficiency levels, the instructor might also introduce a list of error correction codes in addition to the peer feedback checklist and ask students to use them in this session, in order to be able to keep track of students' peer feedback exchanges better along with the ones they had using peer feedback checklist.

Step 2: *Pre-peer Feedback Sessions:* After receiving pre-training and being assigned their first writing portfolio, as the next step, students develop their brainstorming charts or essay outlines on their essay topic, and they attend an in-class pre-peer feedback session with their peers. In this session, students have discussions with their peers on the ideas that they have generated in the brainstorming stage, specifically focusing on the flow of the ideas, the development, the relation and the relevance of ideas and the specificity of the supporting details. The students also focus on the organization of each others' essay outlines along with the ideas. As a novelty to the pedagogical implications offered in the literature, in their essence, these pre-peer feedback sessions are aimed at making students pay more attention to the content and organization of their own and their peers' essays in the first step, and also making it more straightforward for students to judge and incorporate peers feedback they received on the development of topic in their essays, considering their resistance to change or add ideas in their essays upon receiving peer feedback after they have already written their first drafts.

Step 3: *Peer Feedback Sessions:* Upon having the pre-peer feedback sessions and writing their first drafts, students attend in-class peer feedback sessions in the following days within a week, and preferably with the same peers as it would give them a chance to review and justify to what extend and how they shaped their

essay content and organization following their discussions in the pre-peer feedback sessions. In the peer feedback sessions, students follow the procedures as modeled by their instructor during the pre-training sessions, and they exchange peer feedback and share their comments regarding each others' essays by using the checklists.

Step 4: Teacher-Student Conferences: After the students have their peer feedback sessions, the instructor organizes one-to-one teacher-student conferences with students (Keh, 1990; Mangelsdorf, 1992). In these conferences, the instructor has discussions with the students regarding the peer feedback they received and provides them with additional strategies for better revision, considering that students might fail to know how to improve the weak points in their essays without teacher guidance (Mangelsdorf, 1992). Primarily focusing on the content and organization of the students' essays during their first conferences and dealing with the form based revision in the second place, the instructors increase students' awareness in exchanging peer feedback for content-based revision, including content, organization, and development of ideas (Ashwell, 2000; Berg, 1999b; Zamel, 1985). One important thing that the instructor should do during these teacher-student conferences is taking notes on the quality and the quantity of students' peer feedback exchanges in order to be able to inform the students of the effectiveness of their peer feedback practices and to develop their consciousness of their improvement in exchanging feedback.

Step 5: First Round of Instructor Feedback: Following the teacher-student conferences with their instructor, students write the second drafts of their essays and submit them to their instructor. The instructor gives detailed written feedback on students' essays, and also takes notes on students' revisions they made after the teacher-student conferences.

Step 6: Post-Feedback Conferences: After the instructor has evaluated the students' second drafts, s/he arranges a post-feedback conference having two stages. In the first stage, the instructor reports his/her evaluations of the students' draft by referring to the effectiveness of the students' peer feedback exchanges.

Depending on the student profile and the available time in the schedule, the instructor might hold these sessions as one-to-one short teacher-student conferences, or s/he might arrange them as whole-class sessions. If a whole-class session is preferred, the instructor might comment either on the overall quality and quantity of students' peer feedback exchanges regarding different feedback types or on specific students' peer feedback exchanges publicly, based on the notes s/he has taken. In the second stage, students have a post-peer feedback session with the peers they worked together in the pre-peer feedback session and the first peer feedback session. In these post-peer feedback sessions, students discuss the feedback they gave to each other along with the instructor's feedback they received in teacher-student conferences. By this way, they compare what they missed while discussing the content and organization of their essays in the pre-peer feedback sessions and while exchanging peer feedback in their first peer feedback sessions.

Step 7: Final Draft Submissions: Finally, after the post-feedback conferences, the students write their final drafts and submit them to their instructor for the final evaluation.

Step 8: Instructor's Final Evaluation: Instructors evaluate students' final drafts, grade them and report their grades to the grades

When all these steps are analyzed, it is obvious that a substantial amount of time and effort is required for completing all these stages of peer feedback exchange practices from both instructors' and the students' side. Therefore, it should first be acknowledged by teachers and students that peer feedback practices take patience and time, since writing is regarded as a process as a whole with all the stages included in it. However, as students practice peer feedback more, their peer feedback exchanges are expected to get better in quality and scope, along with their writing and reading skills. Once the students and the instructors start to observe the improvements brought by peer feedback practices, their beliefs in the effectiveness of these practices will also increase.

In order to relieve the projected constraints, the design and implementation of all the sessions and teacher-student conferences might be shaped according to the students' and instructors' expectations, schedules and the student profile and needs. Here are a few further related suggestions:

- The number of training sessions can be increased based on the students' needs.
- Students might be paired based on their own preferences, either by letting them choose their peers themselves, or pairing them by similar ability-levels or the same essay topic preferences (Mangelsdorf, 1992; Topping, 2009).
- Teacher-student conferences can be arranged with the students to be held outside class, out of class hours at school, or in an online platform, depending on the available time in the teaching schedule and the instructor's and the students' schedules.
- Students can be provided extra writing activities which are not graded as they reported that they needed more writing practice. The evaluations of the essays or paragraphs they have written as extra assignments can be arranged by the instructors in the form of face-to-face or online peer feedback or teacher-student conferences, depending on the instructors' available time in their schedules and student profile and needs.

5.4. Limitations of the Study

This study had some limitations to be addressed in further studies. First of all, the whole process students went through experiencing peer feedback practices could not be analyzed starting from the first term and including their paragraph writing studies as the research had to be started in the second term because of time constraints. Second, regarding the stimulated recall sessions, although it was acknowledged that the reliability of participants' recall is more accurate if the sessions are arranged within 2 days at last (Bloom, 1954, as cited in Gass & Mackey, 2002), in order to be able to get the student drafts back from their instructors after their evaluations of students' final drafts and grading them, the stimulated recall sessions in this study were conducted approximately one week later than their peer feedback sessions, depending on the time it took the

instructors to grade the essays. Lastly, since the students' first drafts were not graded by their instructors in this study, the effectiveness of peer feedback practices could only be observed through the analysis of the drafts and the students' views.

5.5. Recommendations for Further Studies

Some aspects of this study can be strengthened in further studies. For instance, a longitudinal study can be carried out covering a longer period of time starting and including the academic writing and peer feedback practices in the first term, with an aim to see the evolution of students' views on their peer feedback practices and also their peer feedback incorporation from paragraph to essay level. Moreover, the effectiveness of students' peer feedback practices could also be analyzed through comparisons of their first and final draft grades and based on the improvements on their final drafts depending on the successful revisions they made. Finally, teacher and student reflections and classroom observations could also be included in the data collection tools in order to supplement the data regarding the participants' views on the effectiveness of peer feedback practices.

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APPENDICES

A. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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10 Mayıs 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Betil ERÖZ TUĞA

Danışmanlığını yaptığınız Sinem DEMİR'in "A Case Study on the Effectiveness of EFL Students' Peer Feedback Practices in the Academic Writing Classes at a Preparatory Of a State University In Central Turkey" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 218-ODTÜ-2019 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Tülin GENÇÖZ

Başkan

Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

B. INFORMED CONSENT FORM (EFL STUDENTS)

Dear Participant,

You are kindly invited to participate in this study conducted by Sinem Demir as part of her master's degree thesis at METU. The aim of this research is to analyze the EFL students' incorporation of their peers' feedback into their essay revisions, to explore the EFL instructors' and EFL learners' views on the effectiveness of the peer feedback exchange practices in their academic writing classes and also to investigate their suggestions on how to improve these peer feedback exchange practices. Participation in the study is on a voluntary basis. The data from EFL students will be collected through surveys and through the analysis of their peer feedback sessions, their essay drafts and peer feedback checklists, and also follow-up interviews (stimulated recall sessions). The peer feedback sessions of the EFL students and the follow-up interviews that will be held following these sessions will be recorded. All the information and the answers you provide during the research process will be kept strictly confidential and evaluated only by the researcher, and the obtained data will be used only for scientific purposes.

During your participation in the research process, if you feel uncomfortable for any reason, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the study.

I would like to thank you in advance for your participation in the study. For further information about the study, you can contact Sinem Demir (Tel: 05547012323; E-mail: sinem.demir@metu.edu.tr).

I am participating in this study totally willingly and am aware that I can quit my participation at any time without prejudice. I give my consent to the researcher to use the information I provide for scientific purposes.

(Please return this form to the data collector after you have filled it in and signed it).

☐   I am willing to participate in a face-to-face interview with the researcher.

Name Surname   Date   Signature

----/----/-----

C. INFORMED CONSENT FORM (EFL INSTRUCTORS)

Dear Participant,

You are kindly invited to participate in this study conducted by Sinem Demir as part of her master's degree thesis at METU. The aim of this research is to analyze the EFL students' incorporation of their peers' feedback into their essay revisions, to explore the EFL instructors' and EFL learners' views on the effectiveness of the peer feedback exchange practices in their academic writing classes and also to investigate their suggestions on how to improve these peer feedback exchange practices. Participation in the study is on a voluntary basis. The data from EFL instructors will be collected through interviews, and the interviews will be recorded. All the information and the answers you provide during the research process will be kept strictly confidential and evaluated only by the researcher, and the obtained data will be used only for scientific purposes.

During your participation in the research process, if you feel uncomfortable for any reason, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the study.

I would like to thank you in advance for your participation in the study. For further information about the study, you can contact Sinem Demir (Tel: 05547012323; E-mail: sinem.demir@metu.edu.tr).

I am participating in this study totally willingly and am aware that I can quit my participation at any time without prejudice. I give my consent to the researcher to use the information I provide for scientific purposes.

(Please return this form to the data collector after you have filled it in and signed it).

☐   I am willing to participate in a face-to-face interview with the researcher.

Name Surname   Date   Signature

----/----/-----

D. DEBRIEFING FORM

This case study is carried out by Sinem Demir, who is an MA student at Middle East Technical University. The aim of this research is to analyze the EFL students' incorporation of their peers' feedback into their essay revisions, to explore the EFL instructors' and EFL learners' views on the effectiveness of the peer feedback exchange practices in their academic writing classes and also to investigate their suggestions on how to improve these peer feedback exchange practices.

The data for the study will be collected through the analyses of students' drafts and peer feedback checklists, surveys and stimulated recall sessions with the EFL students, and also interviews with the EFL instructors. The results of the study are expected to make EFL instructors and EFL students reflect upon the peer feedback practices in their writing classes and guide them on their way to have more effective peer feedback practices.

It is aimed that the preliminary data from this study will be obtained by the end of July 2019. These data will be utilized <u>only</u> for research purposes. For further information about the study and its results, you can refer to the following name. I would like to thank you for participating in this study.

Sinem Demir (Tel: 0554 701 2323, E-mail: sinem.demir@metu.edu.tr)

E. DEMOGRAPHIC SURVEY (EFL STUDENTS)

> Dear participant,
> This demographic survey aims to collect information about the EFL students participating in the study. All information you provide in this survey and the further steps of the research will be kept confidential and will only be used for scientific purposes.
> Thank you for your cooperation and help!
>
> Sinem Demir

1. Name: …………………………………………….

2. Age:

    a. 18-20 ( )   b. 21-23 ( )   c. 24-26 ( )   d. 27-29 ( )   e. 30 and above ( )

3. Please choose the student group that you belong to:

    a. I'm a freshman. ( )
    b. I'm a repeat student. ( )
    c. I'm studying for my second B.A. degree. ( ) First degree: ……………..
    d. I'm an international student. ( )
    e. I am a non-traditional return student. ( )

4. Department:

    a. English Language Teaching ( )   b. English Language and Literature ( )

5. Type of high school you graduated from:

    a. Anatolian High School ( )
    b. Science High School ( )
    c. Vocational High School ( )
    d. Others (please specify):
    …………………………………………………………

6. How long have you been learning English? Please write: ………… years

7. Have you ever been/stayed abroad? Yes ( )   No ( )

If yes, please specify

the name of the country/countries   :
…………………………………………...
the reason for your visit/stay   :
…………………………………………...
the length of your visit/stay   :
…………………………………………...

8. Have you taken any academic writing courses before? Yes ( )   No ( )

If yes, please give details about the course(s):

…………………………………………………………………………...
……………………………………………………………………………
……………………………………………………………………………

Have you taken part in any peer feedback practices in the course(s) you mentioned above?

Yes ( )   No ( )

If yes, please give details about these practices:

……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………

9. Did you take any international English exams? Yes ( )   No ( )

If yes, please write your score(s) in the gaps provided:

TOEFL: …………   IELTS: …………
PTE (Pearson Test of English): …………   Other(s): …………

<u>Contact Info</u>

Phone: ……………………………………………………………
E-mail: ……………………………………………………………...

F. DEMOGRAPHIC SURVEY (EFL INSTRUCTORS)

Dear Participant,
This demographic survey aims to collect information about the EFL instructors participating in the study. All information you provide in this survey and the further steps of the research will be kept confidential and will only be used for scientific purposes.
Thank you for your cooperation and help!
Sinem Demir

1. Name: ……………………………………………….

2. Age:

a. 21-25 ( )   b. 25-35 ( )   c. 35 and above ( )

3. Degree (please specify the field/department and the institution):

BA ( )   :

…………………………………………………………...

MA in progress ( )   :

…………………………………………………………...

MA ( )   :

…………………………………………………………...

PhD ( )   :

…………………………………………………………...

PhD in progress ( )   :

…………………………………………………………...

4. How long have you been teaching English? Please write: ………… years

5. How long have you been teaching academic writing? Please write: …………
years

6. Have you held peer feedback sessions in your academic writing classes in this institution so far?

Yes ( )   No ( )

If yes, please choose the correct option to specify the number:

1-4 times ( )   4-8 times ( )   more than 8 times ( )

Contact Info

Phone: ……………………………………………………

E-mail: …………………………………………………..

G. SURVEY FOR EFL STUDENTS

Dear participant,

This survey aims to discover EFL students' views on the effectiveness of their peer feedback exchange practices in their academic writing classes. All information you provide in this survey will be kept confidential and will only be used for scientific purposes. Thank you for your cooperation and help!

Sinem Demir

Section I: *For each statement, please indicate whether you*

(5) strongly agree,
(4) agree,
*(3) are **not sure**,*
(2) disagree, or
(1) strongly disagree by putting a cross (X) in the related box.

A. ACADEMIC SKILLS

I think peer feedback sessions helped me to …	5	4	3	2	1
1. improve the development of ideas in my essays.					
2. improve the organization of my essays.					
3. use more complex sentences in my essays.					
4. improve the accuracy of grammar use in my essays.					
5. improve the variety of word choices in my essays.					
6. improve the accuracy of word choices in my essays.					
7. improve the spellings of words in my essays.					
8. improve the use of punctuation in my essays.					
9. increase the variety of linkers/transition signals in my essays.					
10. increase the accuracy of linkers/transition signals in my essays.					
11. improve my research skills.					
12. prepare for departmental courses.					
13. improve my overall proficiency in English.					
14. interest and motivation in learning English.					

B. SOCIAL SKILLS

I think peer feedback sessions helped …	5	4	3	2	1
15. improve my interpersonal (social) skills in pair/group work.					
16. improve my interactional (communication) skills.					
17. develop politeness strategies while communicating.					
18. improve my problem solving skills while working in pairs/groups.					
19. improve my collaboration skills while working in pairs/groups.					
20. me and my friends build a sense of community in the community in the classroom.					

Section II: *Please answer the following questions.*

1. What was the MOST beneficial aspect of the peer feedback exchanges for you?

2. What was the LEAST beneficial aspect of the peer feedback exchanges for you?

3. Have you had any difficulties while exchanging feedback in the peer feedback sessions?

4. What are your suggestions for improving the peer feedback practices in your academic writing classes?

H. SAMPLE STIMULATED RECALL PROTOCOL

Participant: Kemal

Hello! My name is Sinem Demir, I'm an MA student at METU in ELT Department. Thank you for taking the time to talk with me today. The purpose of this interview is to learn about your thoughts on what you did during and after the peer feedback session that you attended. There are no right or wrong answers. I would like you to feel comfortable saying what you really think and how you really feel. If it's okay with you, I will be - recording our conversation since I don't want to miss any of your comments and it is hard for me to write down everything while simultaneously carrying an attentive conversation with you. The interview will take about 30 minutes. Everything you say will remain confidential and will only be used for research purposes. Thanks in advance for the answers that you provide. If you don't have any questions, we can start.

Q1:03:19 Your peer tells you that using the word "idiot" is not appropriate for an essay? What did you think about this feedback about your word choice? Did your peer come up with an alternative word? Did you use that alternative in your final draft?

Q2:03:44 You noticed that you used the same structure for your thesis statement. What do you think about this feedback for your thesis statement?

Q3:05:11 What do you mean by structure here? Why did you ask about the structure of your essay? Were you satisfied with your peer's feedback?

Q4:05:47 What did you think about this piece of feedback?

Q5:15:24 What do you think about this comment? Did you find the feedback useful?

Q6:03:50 Why did you ask if "so integrated" is correct in that sentence?

Q7:05:45 Why did you give this feedback? Do your peers also give you feedback about the use of pronouns in your essays?

Q8: Do you think that the feedback that you received from your peer helped you improve your essay? Do you think it also affected your grade? First Portfolio: 38 Second portfolio: 48. Do you think your peers have an impact on the increase in your grade for these portfolios?

Q9: Do you think that you learn something new about the use of English during the peer feedback sessions?

Q10: Do you think that using English language to talk about English language help you improve your language skills?

Q11: Do you think you could exchange feedback in a better way with another peer?

Q12: What do you think about the checklist? How do you think it could be improved?

I. INTERVIEW QUESTIONS FOR EFL INSTRUCTORS

1. Could you please describe how you organize the peer feedback sessions in your class?

2. How do you guide your students and what role do you play during the peer feedback sessions?

3. To what extent do you find your students' peer feedback exchange practices effective?

4. Do you think peer feedback sessions contribute to students' writing? If yes, in what ways?

5. Do you find the checklists used in the peer feedback sessions useful?

6. Can you comment of the quality of the feedback given to your students by their peers

   a) in terms of the content and organization of the writing assignment?

   b) in terms of the sentence structures in the writing assignment?

   c) in terms of the accuracy and variety of word choices?

   d) in terms of the use of punctuation, capitalization and spelling rules?

7. Do you think that these peer feedback exchange practices help your students improve their social (interpersonal) and communication (interactional) skills?

8. What are your suggestions for improving these peer feedback exchange practices?

J. PEER FEEDBACK CHECKLIST

Writer: _____

Reader: _____

Portfolio No: 1 (Opinion Essay)

Topic:

Content & Organization	Yes (√)	No (X)
1. The essay fits the assignment. It's about the topic(s) assigned.		
2. The essay has all three parts: introduction, body and conclusion.		
Introduction Type of introduction (funnel or attention-getting?): _____ Write the thesis statement: _____ _____		
3. The introduction ends with a good thesis statement.		

Body
The body has _____ paragraphs.
The topics of the paragraphs:
    * _____   * _____
    * _____ * _____		

	Yes (√)	No (X)
4. The body paragraphs have unity. Each paragraph discusses only one idea, and there are no off-topic sentences.		
5. The writer uses transition signals to link the paragraphs.		
6. Each body paragraph has coherence. The essay flows smoothly from beginning to end.		
7. The supporting sentences in the body paragraphs are well-developed with enough details/examples.		
8. Each body paragraph also includes enough (not too few/not too many) transition signals.		
9. The nouns and pronouns are used consistently throughout the essay.		
Conclusion		
10. The conclusion paragraph gives the restatement of the thesis statement.		
11. The conclusion paragraph summarizes the points in the body paragraphs.		
12. The conclusion paragraph closes with a good final remark (with a suggestion, warning, prediction, solution etc.)		

Punctuation, Capitalization & Spelling	Yes (√)	No (X)
13. The writer puts a period, question mark or exclamation mark after every sentence.		
14. The writer uses commas correctly.		
15. The writer uses capital letters correctly.		
16. The writer spells each word in the paragraph correctly.		
Sentence Structure	**Yes (√)**	**No (X)**
17. The writer uses a variety of structures by using simple, compound and complex sentences.		
18. The writer avoids run-ons and comma splices.		
19. The writer uses grammar rules correctly.		

1. What do you like best about this essay?

_____
_____
_____

2. How do you think this essay could be improved?

_____
_____
_____

3. Any other comments / suggestions?

_____
_____
_____

K. WRITING ASSESSMENT CRITERIA

<u>**Student's Name**</u> :

* If a student writes an essay which is <u>OFF-TOPIC</u>, s/he will get **0 points from the writing section of the exam** as a penalty. On the other hand, those who violate the given word limits will be penalized by **subtracting 3 points from their essay grades**.

Criteria	Comments	E Excellent	G Good	AV Average	BA Below Average	P Poor
1) ESSAY STRUCTURE • The essay has <u>ONE</u> introductory paragraph which begins with a *hook* to engage the readers' attention or to give the readers a brief overview of the topic at hand. It also embodies a clearly stated thesis statement which reflects the student's idea (stance) and builds an expectation in the readers. • The essay has at least <u>TWO</u> body paragraphs which embody a clearly stated topic sentence, include at least one supporting idea, and give details for each supporting idea. • The essay has <u>ONE</u> conclusion paragraph which rephrases main points, and ends with an original or meaningful concluding remark.		5	4	3	2	1
2) COHERENCE • The essay always sequences information and ideas logically. Topic sentences, supporting ideas and supporting details produced in body paragraphs are relevant and consistently linked to the thesis statement. As the student's essay presents a clear position throughout the response, no effort is required of the readers to follow and understand the essay.		5	4	3	2	1
3) COHESION • The essay contains sentences which are smoothly connected to one another with a wide variety of appropriate linking devices (transitional expressions), consistent pronouns (reference words) and repetition of key words. It always contains individual sentences of appropriate length.		5	4	3	2	1
4) DEVELOPMENT OF TOPIC • The essay clearly represents a fully developed response by reflecting an in-depth understanding of the topic. The task is fully expanded and developed through a top quality of thesis statement, topic sentences, supporting ideas and satisfactory details for each supporting idea.		5	4	3	2	1

Criteria						
5) TASK ACHIEVEMENT • As *Task Achievement* reflects a holistic view on the student's essay in terms of its content and organisation, the student's *task achievement* score must be in line with the scores s/he gets from the *EssayStructure*, *Coherence*, *Cohesion* and *Development of Topic* criteria. The student's *task achievement* score is also expected to be consistent with his/her *essay grade*. To ensure this, at the end of the grading process, the graders must cross-check the student's *essay grade* by using the following conversion chart: <table><tr><td>*Task Achievement*</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td>*Essay Grade*</td><td>45-50</td><td>36-44</td><td>26-35</td><td>16-25</td><td>0-15</td></tr></table>		5	4	3	2	1
6) GRAMMATICAL ACCURACY • The essay almost always contains error-free sentences. Grammatical structures are appropriately used throughout the essay. Although some minor structural errors may occur, they are always non-impeding and unobtrusive.			4	3	2	1
7) GRAMMATICAL RANGE • The essay has a sophisticated and effective variety of simple, compound, complex, and compound-complex sentence forms. A wide range of structures is competently used throughout the essay.			4	3	2	1
8) LEXICAL ACCURACY • The essay almost always contains correctly and skilfully used lexical items, collocations or expressions. It also adopts a formal tone of communication throughout the response.			4	3	2	1
9) LEXICAL RANGE • The essay contains a wide range of vocabulary, including skilfully used less common lexis. It has a sophisticated and effective word choice.			4	3	2	1
10) MECHANICS • The essay almost always contains no errors of punctuation, capitalization, spelling and paragraphing.			4	3	2	1
11) PEER FEEDBACK • The student receives and gives peer feedback in the peer feedback session.		5	4	3	2	1

Essay Grade : ___ / 50

Word Limit : Met ☐ **Violated** ☐

TOTAL SCORE : ____/ 50

L. SAMPLE TOPIC TRANSCRIPTION

Peer Feedback Session 2 – Classroom 98

Feride (F1) + Her Peer (F2)

(Duration: 23:57)

Comparison/Contrast Essay

Time	Interaction Direction	Type of Interaction
00:00	T ↔ Ss	T explains the Ss how to record the session.
00:25	S ↔ S	F2 says that she only wrote about the differences and F1 wrote about both the differences and the similarities. F2 asks whether her essay is okay. F1 says she is not sure. They decide to ask it to the teacher.
00:40	T ↔ Ss	F2 asks whether they can only write about differences. T says "Yes, it is a point-by-point essay then". F2 again wants to confirm that she did the right thing by asking "but just differences". T says "Yes". F1 says she covered both similarities and differences in her essay. T says "It's block". F1 says "Okay". F2 tells F1 that her essay has block organization.
01:14	T ↔ Ss	T tells the Ss to tell their names before they talk.
05:26	S ↔ S	Ss tell their names. F1 starts giving feedback about F2's essay. She says that she couldn't find any grammar mistakes and she appreciates her.
05:55	S ↔ S	F1 tells F2 that she should use "before their career times" or "to choose their career times" instead of "during their career times" in line 5. F2 asks whether high school or university education periods are career times. F1 says "It's after. When you choose your job, it is your career times". F2 says "Okay".
06:36	S ↔ S	F1 asks whether the verb should be "are" in the topic sentence of the first body paragraph in line 8. They also talk about whether the word "attendances" in line 9 should be singular. F1 talks about the use of the phrase "One should investigate". F2 says that she wrote the sentence like that because there was a sentence like this in the writing pack. F1 says "Okay, then" and she adds that it sounds like giving advice when she first read it, but if the sentence is used in the pack, she finds it okay. F2 says that she was also not sure about the appropriacy of the sentence, but she wrote it as it was used in the pack. F1 says "Okay".
07:50	S ↔ S	F1 asks F2 whether she was sure about the accuracy and appropriacy of the phrase "attendance times" in line 12. F2 says she was not sure and she asks for an alternative. F1 tells F2 that she should check it. F2 decides to ask it to the teacher.
08:05	T ↔ S	F2 asks T what she can write instead of "attendance times". T says that they need to find the alternatives themselves and she can tell them whether they are correct or not. They decide to check. F2 asks whether "attendance hours" is okay.
08:52	S ↔ S	F1 tells F2 that the sentence "they can understand the lesson topics easier" in line 12 is hard to understand. F1 tells F1 to omit "lesson" and use "topics" only as it sounds more natural, and also to use the adverb form of "easier". F2 says "Okay".
09:29	S ↔ S	F1 says that there is a problem about the phrase "for a long lesson time" in line 24. F2 comes up with the alternative "for a long time" or "for long hours".
10:10	S → S	F1 says that the word "topics" in line 26 should be changed and "reasons" should be used instead.
10:25	S ↔ S	F1 asks F2 whether the preposition should be "for" instead of "of" in line 27. F1 says she wasn't sure. F2 says that she wanted to give a meaning of possession. F1 says "Okay, then". F1 suggests checking it.
10:45	S ↔ S	F1 says that the word "lesson" in line 28 should be omitted. F2 agrees.
11:03		It's F2's turn to give feedback. F2 introduces herself.

11:20	S ↔ S	F2 says that the main clause in the thesis statement in line 6-7 is too general and suggests making it more specific. F1 says she tried to avoid making mistakes and that's why she wrote like that. F2 says she understands. F1 writes down that she will make the thesis statement longer.
12:02	S ↔ S	F2 asks whether the use of preposition "opposite" in line 9 is accurate and appropriate and says she is not sure. F1 says "opposite" doesn't only mean "antonym" and it is also used as a preposition of place. F2 suggests using "in front of" instead. F1 agrees and says "Yes, you're right".
12:43	S ↔ S	F2 says that there should be a comma before "so that" in line 11. F2 also says she is not sure. F1 says she will check it and says "maybe, you're right".
13:08	S ↔ S	F2 says that there is no need to use a comma before "such as" in line 22. F1 says that in one of the sample essays in the pack, there was a comma before "such as", and before seeing the sample, she says she also though that comma was not necessary before "such as". F2 says "I see".
13:31	S ↔ S	F2 says that the pronoun "it" in line 24 should be "them" because the pronoun refers to plural nouns in the sentence. F1 agrees. F2 says peer feedback is really useful.
14:10	S ↔ S	F1 says that they need to fill in the checklist. F1 also says it is not necessary to talk here and suggests continuing. F2 says "Okay".
14:40	S ↔ S	F2 asks F1 whether the type of introduction in her essay is funnel. F1 says "Yes".
14:46	S ↔ S	F2 says that they have to write the thesis statement in the checklist. F1 says her thesis statement in her own essay is short. F2 asks about hers, and F1 says it is detailed.
16:01	S ↔ S	F2 asks F1 whether her essay has block organization. F1 says "Yes".
16:11	S ↔ S	F2 asks what they can write for the topics of the paragraphs. They discuss the topics of the body paragraphs.
17:44	S ↔ S	F2 tells F1 that she has used "Thus" in the essay and asks whether she saw it. They find it and they laugh.
18:53	S ↔ S	F2 says that she ticked the "Yes" box for all the sentences.
19:09	S ↔ S	F2 asks F1 what she likes best about her essay. F1 says that she found the essay detailed enough. F1 also says that F2 explained her ideas about the topic very clearly and it was smooth to read. F1 also adds she liked the introduction part because it explained the topic effectively. F2 thanks.
20:00	S ↔ S	F1 answers the second question. F1 says she actually couldn't find anything to improve, but maybe F2 can shorten the length of the sentences in some parts. F2 says "Okay. There might be run-on sentences in my essay". F1 says "Yes".
20:32	S ↔ S	F1 answers the third question by summarizing what she has said. She says that she liked the introduction and the examples about the topic, so that's good. F2 asks whether they have to write these comments. F1 says "Yes".
20:51	S → S	F2 answers the first question and she says that she liked the examples in F1's essay, because although they wrote about the same topic, she herself couldn't find as many different similarities as F1 did. F2 also says it shows her creativity.
20:29	S → S	F2 answers the second question by saying that F1 can make the thesis statement and the conclusion part in her essay more specific because the thesis statement is too general and she should add a final remark in the conclusion paragraph.
20:50	S ↔ S	F2 answers the third question and she says that she doesn't have any other comments or suggestions. She just suggests making her sentences longer and more specific. F1 thanks.
23:20		They decide to write their comments in phrases.

M. SURVEY RESULTS

I think peer feedback sessions helped me…	Strongly Agree (%)	Agree (%)	Neutral/ Unsure (%)	Disagree (%)	Strongly Disagree (%)
1. improve the development of ideas in my essays.	32	35	27	6	0
2. improve the organization of my essays.	31	45	17	7	0
3. use more complex sentences in my essays.	11	25	37	22	5
4. improve the accuracy of grammar use in my essays.	29	41	22	8	0
5. improve the variety of word choices in my essays.	34	27	21	14	4
6. improve the accuracy of word choices in my essays.	34	34	21	9	2
7. improve the spellings of words in my essays.	44	30	13	10	3
8. improve the use of punctuation in my essays.	39	35	15	6	5
9. increase the variety of linkers/ transition signals in my essays.	25	31	30	10	4
10. increase the accuracy of linkers/ transition signals in my essays.	27	31	28	13	1
11. improve my research skills.	22	17	35	18	8
12. prepare for departmental courses.	16	38	30	12	4
13. improve my overall proficiency in English.	20	40	26	12	2
14. increase my interest and motivation in learning English.	17	35	29	15	4
15. improve my interpersonal skills in pair/group work.	45	37	10	5	3
16. improve my interactional (communication) skills.	43	32	17	7	1
17. develop my politeness strategies while communicating.	51	33	11	3	2
18. improve my problem solving skills while working in pairs/groups.	28	43	20	7	2
19. improve my collaboration skills while working in pairs/groups.	40	36	17	7	0
20. and my friends build a sense of community in the classroom.	44	29	16	11	0

N. CODES LISTS

EFL Students' Views on The Effectiveness of Their Peer Feedback Practices

1. EFL Students' General Views on Their Peer Feedback Practices

Theme 1: Broad Benefits of Peer Feedback Practices	
Codes (9 in total)	***f***
Noticing and correcting the mistakes in their essays	42
Having a higher grade	8
Having a sense of confidence before essay submission	7
Getting opinions about their essay	5
Learning from mistakes	4
Learning what they missed about essay writing	2
Having a say during PF sessions	2
Increasing motivation	1
Gaining instructor's appreciation	1

Theme 2: Contributions to Students as Writers/Readers	
Codes (4 in total)	***f***
Reflecting on their own work while reviewing peer's writing	11
Learning new words/ structures	10
Improving text-analysis skills	8
Exploring new ideas / Gaining new perspectives on the essay topic	7

Theme 3: Contributions to Students' Social Skills	
Codes (5 in total)	***f***
Improving interactional (communication skills)	9
Improving interpersonal (social) skills	7
Improving politeness strategies	2
Improving collaboration skills	2
Improving discussion skills	2

Theme 4: Problems Related to Peer Feedback Practices	
Category A: Problems related to receiving PF	
Codes (3 in total)	***f***
Not getting effective and enough PF	11
Receiving misleading PF	8
Peers' lack of knowledge for giving feedback	5
Category B: Problems related to giving PF	
Codes (3 in total)	***f***
Lack of confidence about giving feedback properly	7
Lack of trust in the PF given	6
The fear of giving misleading PF	4
Category C: Problems related to peers	
Codes (3 in total)	***f***
Unwilling peers	4
Not benefitting from the same/low level peer	3
No suggestions/alternative corrections from peer	1

Theme 5: Difficulties EFL Students Had During Peer Feedback Practices	
Codes (7 in total)	*f*
Making negative comments	7
Convincing peers about their mistakes	7
Expressing themselves clearly	6
Making comments/suggestions	4
Reading peer's handwriting	2
Giving PF in limited time	1
Writing final draft in one day	1

2. EFL Students' Views on the Effectiveness of Peer Feedback Exchanges on Their Essay Revisions

Theme 1: Contributions to Students' Essays	
Codes (7 in total)	*f*
PF improving the accuracy of grammar use	9
PF improving mechanics	8
PF improving essay organization	5
PF improving vocabulary use/word choices	5
PF improving the use of linkers/transition signals	2
Little/No impact of PF on improving idea development	3
Little/No impact of PF on improving the use of complex sentences	1

EFL Instructors' Views on the Effectiveness of Their Students' Peer Feedback Exchange Practices

1. EFL Instructors' General Views on Their Students' Peer Feedback Practices

Theme 1: Main Issues Related to Students' Peer Feedback Practices	
Codes (6 in total)	*f*
Quality of PF depending on the students	29
Students prioritizing grammar in PF sessions	18
Students needing guidance on giving feedback	10
Students missing mistakes	11
Students not having previous PF experience	8
Students focusing on finding mistakes	5

Theme 2: Contributions of Peer Feedback Practices to the Students as Writers/Readers	
Codes (4 in total)	*f*
Students reflecting on their own work while giving PF	7
PF improving students' autonomy	4
Students exploring new ideas in their peers' essays	3
PF improving text-analysis skills	3

Theme 3: Contributions of Peer Feedback Practices to Students' Social Skills	
Codes (4 in total)	*f*
PF improving social/interactional skills	11
PF as a step for students' future careers	5
PF improving politeness strategies	3
PF improving collaboration skills	1

2. Instructor Observations on the Effectiveness of Their Students' Peer Feedback Practices on Their Essay Revisions

Theme 1: Instructor Observations on the Effectiveness of Their Students' Peer Feedback Exchanges on Their Essay Revisions	
Codes (7 in total)	*f*
PF improving the accuracy of grammar/sentence structures	9
PF improving mechanics	7
Little/no impact of PF on content/organization	15
Little/no impact of PF on vocabulary/word choice	15
Students' not using dictionaries effectively	5
Little/no impact of PF on the variety of sentence structures	5
The impact of checklist on giving PF on content/organization	2

Student and Instructor Suggestions for Improving Peer Feedback Exchange Practices

1. EFL Students' Suggestions for Improving Peer Feedback Exchange Practices

Theme 1: Changes Regarding Peer Feedback Sessions	
Category A: Changes about pairing & peers	
Codes (6 in total)	*f*
Having PF sessions in groups	14
Being paired with peers they don't know/they are not close to	5
Being paired with close friends	5
Choosing their own pairs	4
Being paired by their instructors with peers with the same writing skills	3
2 sequential peer feedback sessions with different pairs	3
Category B: Changes in PF exchange procedures	
Codes (5 in total)	*f*
Instructors being more active/a part of PF sessions	10
Extra writing assignments that are not graded	8
Longer time for PF sessions	7
Having one day to analyze peer's essay	5
More time for final draft submission	3

Theme 2: Changes Regarding Peer Feedback Checklist	
Codes (4 in total)	*f*
Having more degrees in the Yes/No part in the checklist	7
Having a more detailed Yes/No part in the checklist	4
Removing "Write the topics part" from the checklist	3
Removing "Write the thesis statement part" from the checklist	3

2. EFL Instructors' Suggestions for Improving Their Students' Peer Feedback Practices

Theme 1: Better Preparation for Peer Feedback Practices	
Codes (3 in total)	*f*
Pre-training students before PF sessions	29
Explaining the rationale behind having PF sessions	8
Encouraging/Training instructors about PF Practices	6
Theme 2: Improvements on Peer Feedback Exchange Procedures for Better Sessions	
Category A: Remedial procedures before holding PF sessions	
Codes (3 in total)	*f*
Students having a pre-PF session	24
Two peers writing one essay together	7
Students using a self-assessment checklist	5
Category B: Suggestions regarding pairing students	
Codes (2 in total)	
Blind peers (covering Ss' names on the drafts)	5
Pairing students with students from other classes	2
Category C: Remedial procedures to be followed during PF sessions	
Codes (1 in total)	*f*
Students having 2 sequential PF sessions with different pairs	3
Category D: Remedial procedures after holding PF Sessions	
Codes (2 in total)	*f*
Having a post-PF session	13
Extra PF activities	12

Theme 3: Improvements on Peer Feedback Checklist	
Codes (3 in total)	*f*
Having more degrees in the Yes/No part	5
Some note-taking space in the checklist	3
Filling in the gaps format for 3 open-ended questions	2

O. TURKISH SUMMARY / TÜRKÇE ÖZET

Üniversite eğitimleri süresince, öğrenciler alanlarına dair bilgi ve farkındalıklarını yazma becerisi yoluyla göstermektedir. Bu sebeple, akademik çevrelerde öğrencilerin gerekli yazma becerilerini kazanmaları ana gerekliliklerden birisi olmuştur (Coffin et al., 2003). Bu bağlamda da, öğrencilerin araştırma ve akademik yazma becerilerini geliştirmeleri için üniversitelerde Akademik Amaçlı İngilizce programları takip edilmekte, ve birçok Akademik Amaçlı İngilizce yazma dersi programında süreç yaklaşımı benimsenmektedir (Asaoka & Usui, 2003).

İkinci dilde yazma derslerinde süreç yaklaşımı, ön-yazma çalışmaları, taslak yazma, gözden geçirme gibi aşamalar içerir (Matsuda, 2003a). Bu aşamalarda gerek öğretmenden gerekse akranlardan alınan dönütün önemi de belirgin olup, akran dönütü de bir süreç değerlendirme aracı olarak süreç yaklaşımı benimsenen akademik yazma sınıflarında kullanılıp önem görmektedir (Hyland & Hyland, 2006; Varaprasad, 2016).

İkinci dilde yazma derslerinde öğrencilerin akran dönütünü taslaklarını gözden geçirirken dahil etmesi, öğrencilerin akran dönütü üzerine görüşleri, akran dönütünün etkililiğinde öğrencilerinin önceden eğitilmesinin önemi gibi akran dönütünün farklı yönleri üzerine önemli sayıda araştırmalar yapılmıştır (örn. Nelson & Murphy, 1993; Huang, 1995; Min, 2006). Bu araştırmaların sonuçlarıyla beraber, akran dönütünün öğrencilerin yansıtıcı düşünme becerilerini geliştirmesi, özerkliklerini artırması gibi, sosyal becerilerine katkıda bulunması gibi yararları literatürde kabul görmüştür. Ancak bunun yanında bazı çalışmalar da akran dönütünün öğrencilerin yazma becerilerinin gelişimi üzerine etkisi noktasında çelişkili sonuçlar sunmuş, ve akran dönütünün etkililiğinin daha fazla araştırılmasının gerekliliğini ortaya koymuştur.

İlk olarak, Türkiye'de çok az sayıda çalışma öğrencilerin akran dönütünün etkililiği üzerine düşünceleriyle akran dönütünü dahil etmelerini birlikte ele almıştır. Bu sebeple, bu araştırma, öğrencilerin akran dönütü uygulamalarını hem uygulamalı hem de algısal boyutunu bir arada incelemesi yönüyle önemlidir. İkinci olarak, akran dönütü üzerine yapılan çalışmaların çoğu, akran dönütünden birincil yararlananlar olarak öğrencileri odak merkezine almıştır. Ancak, öğrencilerin akran dönütü uygulamaları, bu uygulamaları yönetenler olarak öğretmenleri de içeren sosyal ve ortak çalışmaya dayalı bir uygulama olduğu için öğretmenlerin de çalışmalara dahil edilmesi ve görüşlerinin araştırılması önem arz etmektedir (Vorobel & Vasquez, 2014). Bu noktalar düşünüldüğünde, yabancı dil olarak İngilizce öğrenen Türk asıllı öğrencilerin akran dönütü uygulamaları üzerine yapılmış bu geniş çaplı araştırma, araştırma boyutuna hem öğrenci hem öğretmenleri dahil etmesi ve akran dönütü uygulamalarını hem algısal hem uygulamalı olarak incelemesi yönüyle literatüre katkıda bulunmayı amaçlamaktadır. Bu amaç doğrultusunda, aşağıdaki soruların cevaplanması hedeflenmiştir:

1. Yabancı dil olarak İngilizce öğrenen İngilizce öğrenen üniversite hazırlık okulu öğrencileri yazma derslerinde taslaklarını gözden geçirirken akran dönütünü ne boyutta dahil etmektedir?
2. Yabancı dil olarak İngilizce öğrenen İngilizce öğrenen üniversite hazırlık okulu öğrencilerinin akran dönütü uygulamalarının etkililiği ile ilgili görüşleri nelerdir?
3. Yabancı dil olarak İngilizce öğrenen İngilizce öğrenen üniversite hazırlık okulu öğrencilerinin yazma derslerine giren öğretim görevlilerinin, öğrencilerinin akran dönütü uygulamalarının etkililiği ile ilgili görüşleri nelerdir?
4. Yabancı dil olarak İngilizce öğrenen İngilizce öğrenen üniversite hazırlık okulu öğrencilerinin ve bu öğrencilerin yazma derslerine giren öğretim görevlilerinin, öğrencilerin akran dönütü uygulamalarının geliştirilmesine dair önerileri nelerdir?

Bu araştırma, mevcut araştırma soruları çerçevesinde, nitel araştırmanın özelliklerine bağlı kalınarak durum çalışması olarak tasarlanmıştır. Merriam

(1995), durum çalışmasının özelliğini, özü itibariyle belirli sayıda gözlemlenebilecek veya görüşme yapılabilecek katılımcı içermesi ve belirli bir zaman çerçevesinde yapılması bakımından sınırlandırılmış olarak tanımlamaktadır (p. 27). Türü bakımından ise bu çalışma tek araçsal bir durum çalışmasıdır. Creswell (2013) tarafından nitelendirildiği üzere, tek araçsal durum çalışmalarında araştırmacı belirli bir konu veya meseleye odaklanarak, bu konuyu araştırabileceği sınırlandırılmış bir durum seçer (p. 99). Yine Creswell (2013) tarafından belirtildiği gibi, durum çalışmalarının belirleyici özelliği incelediği durumu çoklu veri toplama araçları kullanarak incelenen durumun derinlemesine açıklamasını sağlamasıdır.

Bu çalışma, Ankara'da yer alan Gazi Üniversitesi Yabancı Diller Yüksekokulu'nda, 2018-2019 akademik yılı bahar döneminde, İngilizce yeterlilik sınavından başarısız olan İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı öğrencilerinin İngilizce eğitimi aldığı hazırlık programında yürütülmüştür. Araştırmaya kolaylı örnekleme metoduyla seçilen 100 öğrenci ve 9 İngilizce öğretim görevlisi katılmıştır. Öğrenci katılımcıların %74'ünü erkek %26'sını ise kız öğrenciler oluşturmakta olup, öğrencilerin yaşları 18-58, İngilizce hazırlık eğitimi alana kadarki İngilizce öğrenme süreleri ise 2-13 yıl arasındadır. Öğretim görevlilerinin ise tamamı kadınlardan oluşmakta, yaş aralıkları 26-46, öğretim tecrübeleri ise 2-19 yıl olarak değişkenlik göstermektedir. Öğretim elemanları, farklı alanlardan olmak üzere, bir tanesi lisans, 5 tanesi yüksek lisans mezunu olup, üç tanesi ise doktora eğitimlerine devam etmektedir. Ayrıca tüm öğretim elemanlarının 1-8 aralığında değişen sayılarda daha önce sınıflarında öğrencileri için akran dönütü uygulaması yürütmüşlerdir.

Bu çalışmada kullanılan veriler, her iki katılımcı grubu için farklı veri toplama araçları kullanılarak elde edilmiştir. Bütün katılımcılar bilgilendirme formu da kullanılarak araştırmanın kapsamı ve amaçları ile ilgili bilgilendirilmiş, ve her iki katılımcı grubundan da veri toplanmaya başlanmadan önce bilgilendirilmiş onam formu ve demografik anket doldurmaları istenmiştir.

Veri toplama süreci öğrencilerle başlamış olup, ilk adım olarak araştırmanın birinci araştırma sorusuyla incelenmesi hedeflenen öğrencilerin son taslaklarını gözden geçirirken aldıkları akran dönütünü ne derece dahil ettiklerini analiz edebilmek amacıyla, araştırmaya katılan 100 adet öğrencinin 2018-2019 akademik yılı bahar döneminde yazma derslerinde sınıf içinde katıldıkları her iki akran dönütü oturumunun ses kayıtları toplanmıştır. Öğrencilerin bu oturumlara katılıp akran dönütü aldıktan sonra son taslaklarını yazmalarının ve bu taslakların öğretim görevlileri tarafından notlandırılmasının ardından, öğrencilerin yazma portfolyoları, ilk ve son taslaklarını ve akran dönütü kontrol listelerini içerecek şekilde setler halinde toplanmıştır. Dönem içindeki her iki akran dönütü oturumuna da katılmayan, veya portfolyo setlerinde eksiği olan öğrenciler, çalışmanın taslak incelemesi boyutuna dahil edilmemiş, sonuç olarak toplamda 54 adet akran dönütü oturumu kaydı analiz edilmek üzere tutulmuş ve bilgisayar ortamında yazıya dökülmüş, ve 56 öğrencinin dönem içinde yazdıkları her iki farklı kompozisyon türü için hem ilk hem son taslakları (toplam 224 taslak) akran dönütü kontrol listeleriyle beraber öğrencilerin aldıkları akran dönütünü ne derece dahil ettiklerini araştırabilmek amacıyla incelenmiştir.

Belge analizinin yanı sıra, öğrencilerin akran dönütü uygulamalarının etkililiği üzerine görüşlerini, ve bu uygulamaları geliştirme amaçlı önerilerini inceleyebilmek adına araştırmaya katılan 100 öğrenciye anket uygulanmıştır. Uygulanan anketin ilk kısmı 5'li Likert ölçekli 20 adet soru içermektedir. Bu sorulardan ilk 14'ü öğrencilerin akran dönütü uygulamalarının akademik boyutuna sair görüşlerini, son 6 sorusu ise sosyal boyutuna dair görüşlerini ölçmeyi amaçlamıştır. Anketin ikinci kısmında ise 4 adet açık uçlu soru bulunmakta olup, bu sorulardan ilk üçü öğrencilerin akran dönütü oturumlarıyla ilgili en faydalı ve en az faydalı buldukları noktaları, ve akran dönütü oturumlarında karşılaştıkları zorlukları belirlemeyi, son soru ise öğrencilerin bu oturumları geliştirmek adına neler önerdiklerini öğrenmeyi amaçlamıştır.

Anket, detaylı literatür analizi sonucu incelenen literatürdeki benzer anketler ve öğrencilerin kompozisyonları değerlendirilirken kullanılan değerlendirme kriterinde belirlenmiş beklentiler temel alınarak araştırmacı tarafından tasarlanmış,

ve anketin ilk taslağı ile ilgili olarak yabancı dil eğitimi alanında uzman 4 akademisyenden uzman görüşü ve dönüt alınmıştır. Bu dönütler doğrultusunda anketin içeriğinde ve formatında gerekli ekleme-çıkarma ve düzenlemeler yapılmıştır. Bu düzenlemeler sonrasında anket, araştırmacının kendi sınıfında yer alan ve araştırmanın güvenirliği açısından araştırmaya aslen dahil edilmeyen 15 öğrenciyle yapılan pilot uygulamadan geçmiştir. Pilot uygulama sonrası ise tüm anketin güvenirliği hesaplanmış, ve Cronbach alfası 0.93 olarak bulunmuştur. Anketin ilk kısmında yer alan Likert tipi maddelerin betimsel analizi SPSS 22.0 istatistik programı kullanılarak yapılmış, açık uçlu sorular ise MAXQDA programı üzerinden kodlanarak analiz edilmiştir.

Öğrencilerin ilk ve son taslakları, akran dönütü oturumlarının transkripsiyonları ve akran dönütü kontrol listeleriyle beraber incelendikten ve öğrencilere anket uygulandıktan sonra, akran dönütü oturumları, taslakları ve akran dönütü kontrol listeleri incelenen, 56 öğrenci arasından 12 adet gönüllü öğrenciyle, son taslakları da öğretim görevlileri tarafından değerlendirildikten sonra, aldıkları akran dönütünü ne derece, nasıl ve neye göre dahil ettiklerine dair daha derinlemesine görüş sahibi olabilmek amacıyla uyarılmış hatırlatma oturumları yapılmıştır. Bu oturumlarda, öğrencilerin hatırlama süreçlerini kuvvetlendirmek amacıyla öğrencilerden hem ilk ve son taslaklarını yeniden gözden geçirmeleri, hem de akran dönütü oturumlarının ses kayıtlarında seçilmiş olan akran dönütlerinin bulunduğu bölümleri dinlemeleri istenmiş, böylelikle Gass & Mackey (2002) tarafından öne sürüldüğü gibi, öğrencilerin hatırlama süreçlerinin hem görsel hem işitsel yolla uyarılması sağlanmıştır. Uyarılmış hatırlatma oturumlarının da ses kaydı alınıp bilgisayar ortamında yazıya aktarılarak MAXQDA programı kullanılarak kodlaması ve analizi yapılmıştır.

Öğretim görevlilerinin öğrencilerinin akran dönütü uygulamalarına dair görüş ve önerilerini almak üzere, İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı öğrencilerinin eğitim aldığı hazırlık programında görev yapan 9 öğretim görevlisinin her biriyle yarı yapılandırılmış görüşmeler yapılmış, bu görüşmelerin

kayıtları bilgisayar ortamında yazıya dökülüp yine MAXQDA programı üzerinden kodlanarak incelenmiştir.

Çalışma için toplanan tüm nitel verinin analizi, Creswell (2013) tarafından belirtilen adımlar takip edilerek yapılmış, sırasıyla veriler organize edilip birçok kez okunmuş, kodlar ve temalar oluşturulmuş, verilerde ortaya çıkan kod ve temalar araştırma soruları çerçevesinde yorumlanmıştır. Kodlama ve tema oluşturma sürecinde, Maykut & Marehouse (1994) tarafından da önerildiği üzere, sürekli karşılaştırılmalı metod kullanılarak, kodlar arasında kurulan bağlantılar sürekli olarak incelenip yenilenmek suretiyle veri setleri arasında ortaya çıkan karşılıklı bağlantılar da göz önüne alınarak incelenmiştir.

Araştırmanın sonuçlarına bakıldığında, ilk araştırma sorusuyla ilgili olarak, öğrencilerin ilk ve son kompozisyon taslaklarının akran dönütü oturumları ve akran dönütü kontrol listeleriyle karşılaştırmalı analizi, öğrencilerin akranlarından en fazla dilbilgisi kurallarının kullanımlarının doğruluğuna, heceleme, noktalama işaretleri gibi mekanik kuralların kullanımına, ve kompozisyonlarının organizasyonlarına dair dönüt aldıkları, en az ise yazma görevinin tamamlanması (yazılması gereken kelime sayısı ve paragraflar), kompozisyondaki dilbilgisel çeşitlilik, ve fikirlerin konuya olan tutarlılığıyla ilgili dönüt aldıkları ortaya çıkmıştır. Öğrencilerin aldıkları akran dönütünü kompozisyonlarının son taslaklarına ne derecede dahil ettiği incelendiğinde, öğrencilerin yazma görevinin tamamlanmasına dair az sayıda da olsa aldıkları dönütün tamamını, mekanik kuralların kullanımına dair aldıkları dönütün %77.78'ini, dilbilgisi kurallarının kullanımına dair aldıkları dönütün %66.15'ini, kelime kullanımlarının %55.41'ini kompozisyonlarının son taslaklarına dahil ettikleri açığa çıkmıştır. Öğrenciler tarafından kompozisyonlarının son taslaklarına en az dahil edilen akran dönütü türlerinin ise kompozisyon konusunun geliştirilmesine, dilbilgisel çeşitliliğe, ve kompozisyonlarının organizasyonlarına dair aldıkları dönütler olduğu gözlemlenmiştir. Öğrencilerin kompozisyonlarına akran dönütü dahil etme süreçlerine dair daha içgözlemsel bir anlayış kazanabilmek amacıyla, kompozisyon taslakları, akran dönütü oturumları, akran dönütü kontrol listeleri incelenen 56 öğrencinin 12'siyle uyarılmış hatırlatma oturumları yapılmış, bu

oturumlara katılan öğrencilerin akranlarından aldıkları sözlü dönütlerin %64'ü dönüt türleri ve öğrencilerin bu dönütleri kompozisyonlarına akran dönütü dahil edip etmemeleri göz önüne alınarak tartışılmıştır. Bu oturumlarda öğrencilerden hem kendi hem de akran dönütü oturumlarında eşleştikleri akranlarının kompozisyon taslaklarına bakmaları, seçilen dönütlerin akran dönütü oturumlarındaki ses kayıtlarını dinlemeleri istenmiş, ve aldıkları dönütlerle ilgili akran dönütü oturumlarındaki düşünceleri, ve bu dönütleri kompozisyon düzeltmelerine neden dahil edip etmedikleri hatırlatılmaya çalışılmıştır. 12 öğrenciyle yapılan bu uyarılmış hatırlatma oturumları, öğrencilerin aldıkları akran dönütünü hangi tür olursa olsun kendi seçimleri doğrultusunda kompozisyon düzeltmelerine dahil ettiklerini ortaya koymuş, bu akran dönütü dahil etme süreçlerinde de aldıkları dönütün niteliğinin, belirliliğinin, ve kompozisyon düzeltmelerindeki değişiklik boyutunun etkiliği olabileceğini açığa çıkarmıştır. Bu bağlamda da, öğrencilerin yüzeysel boyutta düzeltme gerektiren ve yazdıkları cümlelerdeki anlamı korumaya yönelik akran dönütlerini kompozisyon düzeltmelerine daha çok ve daha kolaylıkla dahil etmiş, ancak fikir geliştirme ve ilk taslaklarını yazma süreçlerinden geçtikten sonra daha çok zaman ve çaba isteyen metin boyutunda düzeltme gerektiren akran dönütlerini kompozisyon düzeltmelerine dahil etmeyi daha zorlayıcı bulmuş olabilecekleri çıkarımına varılmıştır. Ayrıca öğrencilerin bu oturumlarda verdikleri cevaplar, daha belirli dönüt almanın, öğrencilerin aldıkları dönütü kabul ve dahil etmesinde etkili olabileceğini de ortaya koymuştur.

İkinci araştırma sorusu, öğrencilerin akran dönütü uygulamalarının etkililiğine dair görüşlerini araştırmayı amaçlamış, öğrencilere uygulanan anketin nitel ve nicel sonuçları, öğrencilerin akran dönütü uygulamalarıyla ilgili hem genel fikirlerini, hem de bu uygulamaların kompozisyon düzeltmelerindeki etkililiğine dair görüşlerini açığa çıkarmıştır. Öğrencilerin anket sorularına verdikleri cevaplara bakıldığında, öğrencilerin akran dönütü uygulamalarını kompozisyonlarındaki hataları fark edebilmeleri, yaptıkları hatalardan öğrenebilmeleri, kompozisyonları hakkında görüş alabilmeleri ve buna bağlı olarak kompozisyonlarını öğretim görevlilerine sunmadan önce daha güvende hissetmeleri, ve notlarındaki muhtemel

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artış bakımından yararlı buldukları, aynı zamanda katıldıkları akran dönütü oturumları sayesinde akranlarının kompozisyonlarına dönüt verirken kendi kompozisyonları üzerine de düşündükleri, akranlarının kompozisyonlarını okuyarak kompozisyon konularıyla ilgili farklı fikirler keşfedip yeni perspektifler kazandıkları, ve yeni dil yapıları öğrendikleri ve metin analizi becerilerini geliştirdikleri gözlemlenmiştir. Bu bahsedilen genel faydalar ve İngilizce okur-yazarlık gelişimlerine faydaları dışında, öğrencilerin verdikleri cevaplar, akran dönütü uygulamalarının öğrencilerin dayanışma, iletişim, ve sosyal becerilerini geliştirmelerine katkıda bulunduğunu ortaya koymuştur.

Öğrencilerin anketin ikinci ve üçüncü açık uçlu sorularına verdikleri cevaplar, öğrencilerin bu uygulamalarla ilgili yaşadıkları zorluk ve problemleri de açığa çıkarmıştır. Öğrenciler tarafından en çok bahsedilen problemler, kendilerinin ve akranlarının etkili ve yeterli dönüt alıp verememesi veya yanıltıcı dönüt alışverişi, yaptıkları akran dönütü alışverişinin doğruluğuna güvenememeleriyken, en çok karşılaştıkları zorluklar ise akranlarının kompozisyonlarına dair olumsuz yorumlarda bulunmayı zor bulmaları, akranlarını yaptıkları hatalar noktasında ikna etmeye çalışmaları, birbirlerinin kompozisyonlarına dair yaptıkları yorumları zaman zaman anlayamamaları, ve yapıcı ve ileri boyutta yorumlarda bulunamamaları olmuştur.

Öğrencilerin akran dönütü uygulamalarının kompozisyon düzeltmeleri sürecindeki etkiliğine dair görüşleri ise, öğrencilerin akran dönütü oturumlarını kompozisyonlarının organizasyonunu, mekanik (heceleme, noktalama, büyük-küçük harf ile ilgili) kuralların kullanımını, dilbilgisi kurallarının kullanımını, kelime ve bağlaç kullanımının çeşitliliğini ve doğruluğunu iyileştirdiğini düşündüklerini ortaya koymuştur. Diğer taraftan, anketin nicel sonuçları öğrencilerin akran dönütü uygulamalarının kompozisyonlarındaki fikir/konu gelişimine katkıda bulunduğunu düşündüğünü gösterse de, anketin açık uçlu sorularına verilen cevaplar ve öğrencilerin uyarılmış hatırlatma oturumlarındaki düşünceleri öğrencilerin akran dönütü oturumlarını bu noktada pek faydalı bulmadıklarını göstermiştir. Bunun dışında, öğrencilerin akran dönütü

oturumlarının kompozisyonlarındaki kompleks cümle yapılarının artışına çok katkıda bulunmadığını düşündükleri gözlemlenmiştir.

Üçüncü araştırma sorusu, akademik yazma derslerine giren öğretim görevlilerinin öğrencilerinin akran dönütü uygulamalarına dair görüşlerini ortaya koymayı amaçlamış, öğretim görevlileriyle yapılan yarı yapılandırılmış görüşmeler, öğretim görevlilerinin hem genel görüşlerini, hem de öğrencilerinin akran dönütü uygulamalarının kompozisyon düzeltmeleri üzerindeki etkiliğine dair gözlemlerini açığa çıkarmıştır. Genel görüşleri, öğretim görevlilerinin büyük çoğunluğu, akran dönütü uygulamalarının etkililiğinin öğrencilerin motivasyonuna, dil yeterlik seviyesine ve akran dönütü uygulamalarına dair tutumlarına bağlı olduğunu belirtmiş, bununla birlikte öğrencilerin akran dönütü oturumlarında çoğunlukla dilbilgisi kullanımının doğruluğuna öncelik verdiklerini, ve yüzeysel hataları bulup altını çizmeye odaklandıklarını, ve benzer veya yetersiz dil yeterlik seviyesine sahip oldukları için öğrencilerin akranlarının kompozisyonlarındaki hataların hepsini bulamadıklarını ifade etmişlerdir. Bahsettikleri bu sorunların yanında, öğretim görevlileri, öğrencilerin de fikirlerine paralel olarak, akran dönütü oturumlarını öğrencilerin İngilizce okur-yazarlık becerilerine ve sosyal becerilerine olan katkıları bakımından yararlı bulduklarını da belirtmişlerdir.

Öğretim görevlilerinin öğrencilerinin akran dönütü uygulamalarının kompozisyon düzeltmeleri üzerindeki etkiliğine dair gözlemleri incelendiğinde, öğretim görevlilerinin, öğrencilerinin akran dönütü uygulamalarını dilbilgisi kurallarının ve mekanik kuralların kullanımının doğruluğunu geliştirmesi bakımından faydalı bulduğunu, ancak öğrencilerin akran dönütü alışverişlerinin kompozisyonlarının içeriği ve organizasyonu, ve ayrıca kelime kullanımı ve cümle yapısı çeşitliliği bakımından etkili olduğunu düşünmediklerini ortaya koymuştur.

Dördüncü araştırma sorusu, öğrencilerin ve öğretim görevlilerinin, öğrencilerin akran dönütü uygulamalarının geliştirilmesine dair önerilerini incelemeyi amaçlamıştır. Öğrenciler, akran dönütü uygulamalarını gruplar halinde veya farklı partnerlerle ardışık iki oturumla yapmak, akran dönütü uygulamalarına sınıf içinde

ayrılan zamanı artırmak, akranlarının kompozisyonlarına daha detaylı dönüt verebilmek için kompozisyonları akran dönütü oturumlarından bir gün önce alıp incelemek, öğretim görevlilerinin de akran dönütü oturumlarına daha çok dahil edilmesi gibi önerilerde bulunmuş, öğrencilerin bu önerileri, daha çok ve daha etkili dönüt almaya ihtiyaç duyduklarını ortaya koymuştur. Akran dönütü oturumlarında eşleştirilmeleriyle ilgili getirdikleri önerilere bakıldığında, bazı öğrencilerin partnerlerini kendilerinin seçmeyi, bazılarının ise diğer sınıflardan öğrenciler de dahil olmak üzere yakın olmadıkları veya tanımadıkları diğer öğrencilerle eşleştirilmeyi tercih ettikleri görülmüştür. Öğrenciler aynı zamandan akran dönütü kontrol listesiyle ilgili de önerilerde bulunmuş, bu listede akranlarının kompozisyonlarına dair cümleleri "Evet" veya "Hayır" şeklinde inceledikleri kısımda derecelendirmenin artırılmasını, bu kısmın daha detaylı hale getirilmesini, bu listede akranlarının kompozisyonların ana fikir cümlelerini yazdıkları kısım da dahil olmak üzere bazı kısımların kaldırılmasını önermişlerdir. Bu öneriler dışında, öğrenciler, yazma becerilerini daha çok geliştirebilmek amacıyla ekstra kompozisyon yazma aktiviteleri yapma önerisinde de bulunmuşlardır.

Öğretim görevlilerinin önerilerine bakıldığında, öğretim görevlilerinin önerilerinin daha çok öğrencilerin akran dönütü uygulamalarını daha sistematik ve organize hale getirmeye, ve akran dönütü alışverişlerinin niteliğini artırmaya yönelik olduğu gözlemlenmiştir. Öğretim görevlileri, öğrencilerin akran dönütü vermeye yönelik eğitim almasını, akran dönütü uygulamalarının temel mantığının ve yararlarının hem öğrencilere hem öğretim görevlilerine aktarılmasını önererek, öğrenciler akran dönütü uygulamalarına başlamadan daha iyi bir hazırlık sürecinden geçmelerinin önemini vurgulamışlardır. Öğretim görevlileri, bu hazırlık sürecinin yanında, öğrencilerin akran dönütü oturumlarında takip edilen prosedürleri de iyileştirmeyi amaçlayan, öğrencilerin akran dönütü ön-oturumlarına katılmaları, kendi kompozisyonlarını değerlendirdikleri öz değerlendirme kontrol listeleri doldurmaları, dönütlerin daha objektif olması adına öğrencilerin kimin kompozisyonuna dönüt verdiklerini bilmedikleri "kör eşleştirme" yöntemiyle eşleştirilmesi, akran dönütü sonrası oturumlara katılmaları gibi öneriler getirmişlerdir. Bu iyileştirici önerilerin yanında, öğrencilerin akran dönütü kontrol

listelerine dair de Evet/Hayır işaretlemeleri yerine daha çok derecelendirme içermek, öğrencilerin dönütlerini yazabilecekleri not alma alanları sağlamak, açık uçlu soruların formatını cümle tamamlama formatına dönüştürmek gibi önerilerde bulunmuşlardır. Öğretim görevlileri ayrıca akran dönütü uygulamalarına dair öğrencilerin daha çok pratik ve tecrübe kazanması açısından akran dönütü uygulamalarının sadece kompozisyon yazma değil diğer sınıf içi yazma aktivitelerine de entegre edilmesini de önermişlerdir.

Çalışmanın yukarıda bahsedilen sonuçlarına ve literatür taramasına dayanan çıkarımlar ise öğrencilere yazma süreçlerinde yeterli zamanın ve dönütün verilmesinin, öğrencilerin akran dönütü uygulamalarına başlamadan önce akran dönütü vermeye dair eğitilmesinin, ve akran dönütü uygulamalarının sürece dahil olan tüm paydaşların da dahil edilerek organize edilip yapılandırılmasının önemine dayanmaktadır. İlk olarak, yazma derslerinde süreç yaklaşımı temel alındığında, öğrencilerin bu yazma sürecinin tüm aşamalarından kendilerine herhangi bir sınırlandırma konulmadan geçmesi önem arz etmektedir. Diğer bir deyişle, öğrencilerin yazma sürecinde yeterli zaman ve dönüte olan ihtiyaçları tanınmalı, yazma becerisinin öğretiminde süreç yaklaşımında önerildiği gibi öğrenciler en az iki taslak yazıp toplamda en az üç kompozisyon oluşturmalı, ve son taslaklarını yazmadan önce akranlarının yanı sıra öğretim görevlilerinden de en az bir kere olmak üzere dönüt almalıdır.

İkinci olarak, öğrencilerin ve öğretim görevlilerinin akran dönütü uygulamalarının etkililiği üzerine görüş ve önerileri, öğrencilerin akran dönütü alışverişinin önemi ve nasıl uygulanması gerektiğine dair eğitim almasının gerekliliğini de göstermiştir. Literatürde öğrencilerin ön eğitiminin akran dönütü uygulamalarına etkisine dair araştırmaların da gösterdiği üzere, öğrencilerin akran dönütüne dair eğitilmesi, akran dönütü uygulamalarının etkililiğini artıracak, öğrencilerin akran dönütü alışverişlerini hem nitelik hem nicelik bakımından gelişmesini sağlayacaktır. Bu noktada, öğrencilerin akran dönütü eğitimi, öğrencilerin ihtiyaçları ve öğretim görevlileriyle öğrencilerin ortak beklentileri göz önünde bulundurularak, , süreklilik gösteren bir süreç haline getirilebilir.

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Son olarak, araştırmanın sonuçları, akran dönütü uygulamalarının etkili ve sistematik şekilde organize edilmesinin önemini de ortaya koymuştur. Bununla ilgili olarak, yazma derslerinde süreç yaklaşımını benimseyen kurumlarda, akran dönütü uygulamalarının planlanması aşamasında, öğrenciler de dahil olmak üzere, öğretim görevlileri, ve kurumun program ve materyal geliştirme birimi ortak paydada buluşmalıdır.

Araştırmanın literatür taraması ve öğretim görevlileriyle öğrencilerin ortak önerilene dayanan pedagojik çıkarımlarına gelindiğinde, yazma derslerinde süreç yaklaşımını benimseyen sınıflarda takip edilebilecek adımlar aşağıdaki gibi sıralanabilir:

1. Akran dönütü öncesi eğitim oturumları: Öğrencilerin ihtiyaçları ve öğretim görevlileriyle öğrencilerin ortak beklentileri doğrultusunda, öğrencilerin akran dönütü uygulamaları neden ve nasıl yapmaları gerektiğine dair eğitildiği çoklu eğitim oturumlarının düzenlenmesini kapsamaktadır.

2. Akran dönütü ön-oturumları: Öğrencilerin, yazacakları kompozisyona dair geliştirdikleri fikir ve organizasyon çizelgelerini, kompozisyonlarını yazmadan önce akranlarıyla tartışarak dönüt aldıkları oturumların düzenlenmesini kapsayan adımdır.

3. Akran dönütü oturumları: Öğrencilerin aldıkları eğitim doğrultusunda, yazdıkları ilk kompozisyon taslakları üzerine, sınıf içerisinde ve öğretim görevlilerinin yönlendirmeleriyle, tercihen katıldıkları akran dönütü ön-oturumlarında eşleştikleri partnerleriyle akran dönütü alışverişinde bulundukları oturumlara katıldıkları aşamadır.

4. Öğretmen-öğrenci konferansları: Öğrencilerin, akran dönütü oturumlarında aldıkları dönütleri öğretim görevlileriyle tartıştıkları, öğretim görevlilerinin öğrencilere kompozisyonlarını nasıl geliştireceklerine dair kompozisyonlarının öncelikli olarak içerik ve organizasyonları üzerine dönüt aldıkları görüşmeleri

kapsayan adımdır. Öğretim görevlilerinin bu konferanslarda öğrencilerin akran dönütü alışverişlerine dair bireysel ve genel notlar alması önemlidir.

5. İlk tur öğretmen geri dönütü: Akran dönütü aldıktan ve öğretim görevlileriyle bu dönüt üzerine kompozisyonlarını nasıl geliştirebileceklerine dair görüştükten sonra, öğrencilerin kompozisyonlarının ikinci taslaklarını yazdıkları ve öğretim görevlilerinden detaylı geri dönüt aldığı aşamadır.

6. Akran dönütü sonrası oturumlar: Öğretim görevlilerinin öğrencilerin ikinci kompozisyon taslaklarına dair düzenledikleri iki aşamalı sınıf içi oturumları içermektedir. İlk aşamada, öğretim görevlileri, öğretmen-öğrenci konferanslarında aldıkları notlar üzerinden bireysel veya tüm sınıfı genelleyecek şekilde öğrencilerin yazdıkları ikinci kompozisyon taslaklarına dair yorumlarda bulunur. İkinci aşamada ise, öğrenciler akran dönütü oturumlarına katıldıkları partnerleriyle bir araya gelip, öğretim görevlilerinden de aldıkları dönütler doğrultusunda akran dönütü alışverişlerini, kaçırdıkları noktaları tartışır.

7. Son kompozisyon taslağı teslimi: Akran dönütü sonrası oturumlara katıldıktan sonra, öğrencilerin son kompozisyon taslaklarını yazıp öğretim görevlilerine sundukları aşamadır.

8. Son öğretmen değerlendirmesi: Son olarak, öğretim görevlileri öğrencilerin son kompozisyon taslaklarını değerlendirip notlandırarak öğrencilere bildirir.

Verilen aşamalardaki oturumların sayısı, sınıf içi veya dışı yürütülmesi, öğrencilerin oturumlarda eşleştirilmesi, öğretim görevlilerinin ve öğrencilerin ortak beklentilerine göre şekillendirilebilir, ve akran dönütü uygulamalarının etkililiğinin artması sağlanabilir.

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<u>**TEZİN ADI/**</u> <u>TITLE OF THE THESIS</u> (**İngilizce** / English) : THE EFFECTIVENESS OF EFL STUDENTS' PEER FEEDBACK PRACTICES IN COMPOSITION CLASSES: A CASE STUDY AT A STATE UNIVERSITY IN TURKEY

<u>**TEZİN TÜRÜ/**</u> <u>DEGREE:</u>**Yüksek Lisans**/ Master ■   **Doktora** / PhD ☐

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