

REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME

THE EFFECT OF PROVIDING SELF AND ANONYMOUS PEER FEEDBACK ON
WRITING ASSIGNMENTS IN A DIGITAL ENVIRONMENT
AMONG TURKISH EFL HIGH SCHOOL LEARNERS

Ayten KAYACAN
(MASTER THESIS)

ÇANAKKALE
JULY, 2017

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Supervisor
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Taahhütname

Yüksek Lisans tezi olarak sunduğum “The effect of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

10/07/2017

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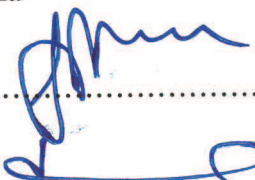
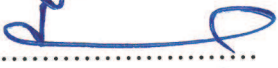
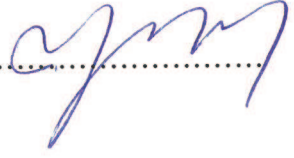
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List of Abbreviations

CMC	Computer-mediated Communication
EFL	English as a Foreign Language
ESL	English as a Second Language
FATİH	Movement of Enhancing Opportunities and Improving Technology
FL	Foreign Language
L1	First Language
L2	Second Language
SPSS	Statistical Package for Social Sciences
ZPD	Zone of Proximal Development

ABSTRACT

The effect of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners

Although writing is considered as one of the most essential foreign language skills, its development is quite challenging. To overcome the problems that exist in writing classes, recently teachers consider the ways of benefiting from digital technology that they can integrate with the previous theories. In this line, *self-monitoring* and *self-evaluation* as sub-skills of *metacognition*, in addition to *scaffolding* might be beneficial in accordance with *Zone of Proximal Development*. Hence, both peer review and self-monitoring could be integrated with the digital platforms in language classrooms to improve writing performance and facilitate language learning. It is at this point that, the present quasi-experimental research study investigated the impact of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners. The data were collected both quantitatively and qualitatively by means of open-ended questions and writing task scores through an analytic scoring rubric. Forty-six students in two intact classes provided both self and anonymous peer feedback a number of four writing assignments by means of Edmodo as a digital environment. The participants were categorized as *good*, *moderate* and *weak* in each group and each student provided self and peer review to four written assignments in reverse order. The findings of the study revealed that both self and peer feedback contribute to student authors to revise their papers as they scored significantly better in revised versions. Their writing scores indicated improvement at five major components namely, organization, content, grammar, vocabulary, and format. The participants also reported improvement mainly related to content, grammar and format and indicated positive attitudes towards digital self and peer feedback. As both digital self and peer feedback were found to be beneficial, EFL teachers should be encouraged to implement them in their writing classes.

Key words: digital environment, Edmodo, EFL writing, peer feedback, self feedback.



ÖZET

Yabancı dil olarak İngilizce öğrenen Türk lise öğrencilerinin dijital ortamda yazma ödevleriyle ilgili kendilerine ve akranlarına verdikleri dönütün etkisi

Yazma becerisi yabancı dil becerileri arasında en önemlilerinden biri olduğu kabul edilmesine rağmen, geliştirilmesi oldukça çaba gerektirir. Yazma derslerinde oluşan sorunların üstesinden gelmek için son zamanlarda öğretmenler, dijital teknolojiyi önceki kuramlarla birleştirerek bundan faydalanma yollarını aramaktadır. Bu sayede, *destekleme* nin yanında *üst bilişin* alt dalları olan *öz takip* ve *öz değerlendirme Proximal Gelişim Bölgesi* ne göre faydalı olabilir. Bu yüzden, dil sınıflarında öğrencilerin yazma performansını geliştirmek ve dili öğrenmeyi kolaylaştırmak adına hem kendilerine hem de akranlarına verdiklerine dönüt dijital ortamla birleştirilebilir. Bu bağlamda, bu yarı deneysel çalışma yabancı dil olarak İngilizce öğrenen Türk lise öğrencilerinin dijital ortamda yazma ödevleriyle ilgili kendilerine ve akranlarına verdikleri dönütün etkisini araştırmaktadır. Açık uçlu sorular ve analitik değerlendirme ölçeği kullanarak yazma ödevleri puanları üzerinden hem nicel hem de nitel veriler toplanmıştır. İki sınıfta toplam 46 öğrenci dört adet yazma ödevine dijital bir platform olan Edmodo üzerinden hem kendilerine hem de akranlarına anonim dönüt sağlamıştır. Katılımcılar her sınıfta *iyi*, *orta* ve *zayıf* şeklinde gruplandırılmıştır ve her bir öğrenci dört adet yazma ödevine çapraz şekilde hem kendilerine hem de akranlarına anonim dönüt sağlamıştır. Çalışmanın sonuçları öğrencilerin hem kendilerine hem de akranlarına verdiklerine geri dönütlerin öğrencilere ödevlerini yeniden yazarak ikinci taslaklarda anlamlı fark olacak şekilde daha iyi sonuç sağlayarak yazma becerilerine katkı sağladığını göstermiştir. Öğrencilerin aldıkları yazma puanları organizasyon, içerik, dilbilgisi, kelime ve format olmak üzere beş ana bileşende gelişme göstermiştir. Ayrıca katılımcılar, ağırlıklı olarak içerik, dilbilgisi ve format ile ilgili gelişme göstermiştir ve dijital ortamda hem kendilerine hem de akranlarına verdikleri geri dönüt ile ilgili olarak olumlu tutum sergilemişlerdir. Dijital ortamda her iki dönüt şekli de

faydalı bulunduğundan İngilizce öğretmenleri bunları yazma derslerinde birleştirmeleri teşvik edilmelidir.

Anahtar kelimeler: akran geri dönütü, dijital ortam, Edmodo, İngilizce yazma dersi, öz geri dönüt.



Chapter One

Introduction

Introduction

This chapter starts with a brief discussion of some basic theoretical framework in terms of writing, providing feedback in writing and digital use in writing classes. Afterwards, purpose of the study with research questions and significance of the study are established. Then, assumptions and limitations of the study are presented. In the last part of the section, organization of the study is designed briefly.

Background of the Study

For a foreign language student, writing is seen as one of the most crucial skills in language learning process. It is commonly accepted that it is among one of the most essential abilities that a second language learner needs to develop (Hyland, 2003a). In this line, as functional agents in the learning process, teachers should be aware of elements of effective writing process. In this respect, Harmer (2004) states that in many traditional approaches students' attention is directed to the product not the process. In other words, focus is on what rather than how to construct the task. Yet, in the mid-1960s all concerns on composing writing shifted predominantly from product approach to process approach which focuses on how writing is produced. That is to say, recently the view of focusing on product has transformed into on writing process itself in terms of providing feedback in writing classes (Zamel, 1982). Studies in recent years have focused on desire to understand for English as a Second Language (ESL) writing to move process approach that students are able to gain how to revise as well as to generate strategies to identify views, work on multiple drafts, provide response and review their texts (Chenowith, 1987; Raimes, 1985, 1987). Today, in writing classrooms, it has become an accepted trend as process approach or process classroom for teaching writing (Kroll, 2001). In this context, some researchers started to develop alternative ways in the process of editing

and revising stages for effective writing. In this respect, for instance, Harmer suggests that writing process has four main elements; (a) planning: writer decides what he/she is going to say, (b) drafting: first version of a piece of writing, (c) editing: reflecting and revising, (d) final version: writer changes and produces final version. In short, concerns have been focused on process writing rather than product recently.

One of the concerns that was been raised with regard to contribute to learners' writing process is that giving feedback on students' writing tasks is a crucial and vital issue. Keh (1990, p. 294) expresses the notion of feedback as "input from a reader to a writer with the effect of providing information to the writer for revision". The general tendency is to accept feedback as three main sources: the teacher feedback, self feedback and the peer feedback (Jordan, 1997). Therefore, the present study will focus on two feedback sources such as peer feedback and self feedback.

Concerns have been expressed regarding benefits of peer review as Elbow (1973) states that learners feel that they are supported socially by peer feedback more than teacher feedback. In parallel with Elbow, Lee (2008) indicates that teacher's feedback, which is teacher-centered, makes students passive and dependent on teacher. At this point, Harmer (2004) asserts that peer response may offer a different perspective alternatively to the teacher's feedback and provide a fresh insight. In addition, Lin and Chien (2009, p. 79) postulate that "when students are authorized to take on the role of the editor for their peer's papers to carry out the correction process, they seem to be more confident and motivation-stimulated in their writing courses". Furthermore, peer feedback into writing English as a Foreign Language (EFL) classes contains two main purposes: an opportunity to improve by reading other students' task and find solutions to their problems (Fu-lan, 2006). Accordingly, Walker and Perez Riu (2008) state that when students compare final version with the drafts, they have a perception into the improvement of both content and language from the organization phase to the concluding part. Alternatively,

Berggren (2015) asserts that the peer reviewers increase their awareness of audience and genre. It is thus not surprising that Paulus (1999) suggests that teachers can confidently incorporate peer review into the writing classes that this kind of review would be useful and would be applied by several learners in their reviews.

While a large body of research on teacher and peer feedback has developed, few studies have focused on self-directed review on writing texts. It would be beneficial to emphasize that self-revision is another advantageous way of feedback in writing classrooms. These advantages contain receiving feedback, accessing an audience and developing self-assessment (Rollinson, 2005). It should be noted that self-monitoring is a way of reviewing in composition writing (Charles, 1990). In this aspect, Berggren (2015) maintains that teenage students can benefit from giving feedback by reinforcing their audience awareness with an additional perspective. Additionally, Ferris and Roberts (2001) assert that if teachers give cues to students, they can self-edit their papers more successfully. Similarly, Mc Carthy, Meier and Rinderer (1985) suggest that learners who evaluate themselves as effective writers perform successfully in writing, while other learners who see themselves as inadequate writers write accordingly. Within this framework, Xiang (2004) points out that self-monitoring is a valuable aspect to develop learners' organization of writing texts and is notably beneficial to higher-proficiency students. In other words, all these researchers maintain that it is crucial to expand the notion of self-evaluation to improve learners' writing abilities.

On the other hand, the development of technology has enabled modern ways to provide feedback in language classes. Some researchers have started to investigate the effective ways of using technology for giving and receiving feedback in writing classes. As a result, Tuzi (2004) maintains that online response has a crucial role on review considering oral feedback and helps second language (L2) writers focus on larger writing blocks. In this respect, Sung, Chen-Shan Lin, Chi-Lung Lee and Chang (2003) assert that proposal examination and

collaboration of peers enhance the effectiveness of writers' proposals. These kind of strategies also enhance the interrater reliability of students' writing scores. Alternatively, in the Turkish context, Çiftçi and Koçoğlu (2012) purport that Turkish EFL students' performance in the blog peer feedback contributes positively to their writing performance and they have positive attitudes towards using blogs in writing classrooms. In the light of all concerns above, Edmodo, as an online networking application for both teachers and learners, can be used to access assignments of students to provide self review and peer response. As a web-based platform, it can enhance to connect students and teachers to collaborate in writing classes.

Consequently, the present study will focus on the effect of providing self and anonymous peer feedback on a writing task in a digital environment among Turkish EFL high school learners.

Purpose of the Study

For a language student, writing is seen among the most crucial skills in language learning process, most importantly, one of the crucial productive activities for developing language learning. In teaching writing, a process-centered approach which is student centered enhances student authors' composing own writing process and producing their own strategies for prewriting, drafting and rewriting. In this way, the main focus is on process itself leading to final written task (Shih, 1986). Therefore, giving feedback is seen as a crucial tool for development of L2 writing skills for learners to express meaning effectively with the help of multiple drafts (Hyland & Hyland, 2006). In sum, Kroll (2001) suggests that students should be taught to use feedback that will help improve their writing.

On the other hand, as the awareness of importance of learner autonomy rises self-review deserves attention in research studies. Self-assessment depends on the notion of learner autonomy; therefore, if teachers encourage students to reflect their own learning, they can equip them with an effective tool for future learning. Once learners are involved in their own

assessment, there is a useful outcome that their own awareness of learning improves (Harmer, 2001).

Moreover, over the last decade, new technology has had a significant role in L2 classes and has a great number of benefits in writing classrooms as instructors and communication tools. Therefore, computer-based instruction offers options to traditional materials such as pen and paper (Hyland, 2003a). The development of technology has enabled modern ways to provide feedback in language classes. Thus, concerns have been raised with the value of digital environment in writing classes.

All in all, in the Turkish educational system, in the Turkish abbreviation known as FATİH (Movement of Enhancing Opportunities and Improving Technology) Project is planned to provide interactive board and Internet connection to classrooms and give tablet PC for students and teachers. It is conducted to integrate technology into teaching and learning process by using information technology tools with the development of effective materials at home and schools (“Ministry of National Education”, 2012). In this line, the Turkish curriculum makes opportunities to use of digital materials and platforms in learning and teaching process.

Hence, the findings of the present study may have a different insight for integrating technology tools with the learning-teaching process especially in teaching writing in language classrooms. Technology tools can be useful and beneficial in writing in process approach by prewriting, drafting and rewriting. As a web-based platform, Edmodo can be used to access assignments of students to provide self-review and peer response. In other words, Edmodo, as an online networking application for both teachers and learners, can be used to enhance to connect students and teachers to collaborate in writing classes.

In sum, self-monitoring and self-evaluation as sub-skills of metacognition, in addition to *scaffolding* might be beneficial in accordance with Zone of Proximal Development (ZPD). Hence, both peer review and self-monitoring could be integrated with the digital platforms in

language classrooms to improve writing performance and facilitate language learning. In the light of all these aspects, the present study aims to shed light into the effect of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners.

Research Questions

Various arguments have been made on how to revise a writing task since years. The assumptions are that the effectiveness of teacher, peer or self-directed feedback is an inevitable fact in the writing process. Furthermore, various arguments have been focused on how to revise writing process regarding in a digital environment or in the classroom, face to face or not, anonymous or open and whether giving or receiving feedback is more beneficial. These arguments raise a question of how to revise a writing task effectively among EFL learners.

Feedback is inevitable fact in writing process (Keh, 1990). Thus, a large number of studies have been conducted to investigate the impact of feedback, mostly teacher feedback. Although concerns have been expressed regarding peer review in several writing classes, the benefits of peer editing have not been utterly explored in foreign language classrooms (Lundstrom & Baker, 2009). It is broadly considered that peer editing may be valuable for learners in writing classrooms. However, it has been partly investigated by focusing on the receiver, neglecting the other part of the feedback: peer reviewer (Berggren, 2015). Therefore, there seems to be a need for a wider perspective to understand effects of giving and receiving peer feedback.

Another desire for further research derives from perspective on peer feedback from a different aspect as Miao, Badger and Zhen (2006) state that learners tend to be more effectively engaged in self-review when they use peer feedback. However, little is known about self-directed feedback due to lack of sufficient research on this issue.

Moreover, recent applications of integrating digital environment into writing process demonstrate that blogs improve students' writing abilities as stated by Jones (2006). Nonetheless, there are few empirical studies that investigate the effect of technology on students' writing improvement (Çiftçi, 2009). Therefore, integration of feedback into digital environment needs to be considered more thoroughly since there is little knowledge about this issue.

All in all, the present study is conducted by the desire to investigate the effects of peer and self feedback on students' writing performance in a digital environment. In other words, this study focuses on whether there is an improvement of students' first and final writing task scores of peer feedback groups and self feedback groups. Moreover, it aims to shed light into perceptions of participants on providing self and anonymous peer feedback on writing assignments in a digital environment. In relation to this purpose, the following research questions are put forward:

1. What is the effect of providing self and anonymous peer feedback on Turkish EFL high school students' writing assignments in a digital environment?
 - a) Is there a significant difference between first and final writing task scores of self feedback group?
 - b) Is there a significant difference between first and final writing task scores of anonymous peer feedback group?
2. What is the effect of changing type of feedback of groups on writing tasks in a digital environment?
 - a) How does it affect the contribution of feedback in Group A in case of replacing feedback types?
 - b) How does it affect the contribution of feedback in Group B in case of replacing feedback types?

3. What are the perceptions of students on providing peer and self feedback on their writing assignments?

Significance of the Study

The present study endeavors to search the impact of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners. The results of the study may be valuable in terms of responding feedback in different aspects for teachers that they may have a different insight regarding revision on students' writing tasks. As active figures in the learning process, the teachers may provide more effective learning environment by helping their learners to be aware of peer and self-editing in digital environment.

Moreover, it is also essential to encourage and foster learners to use technology in writing classes even at high school. Additionally, results from this study may enlighten some high school students to revise their own and peers' writing tasks in a digital environment by having an unusual opportunity. In this aspect, in the Turkish educational system in the Turkish abbreviation known as FATİH Project aims to provide interactive board and Internet connection to each class and tablet PC for each student and teacher. It is planned for integrating technology into teaching and learning process by using information technology tools with the development of effective materials at home and schools ("Ministry of National Education", 2012). In this respect, the current curriculum enables to use of digital environments in the learning and teaching process.

Hence, the findings of the present study may have a different identity for integrating technology tools with the learning-teaching process especially in teaching writing in language classrooms. Teachers can benefit from technology tools in process approach in writing by prewriting, drafting and rewriting. That is to say, Edmodo, as an online networking application for both teachers and learners, can be used to enhance connection between students and teachers

collaborate in writing classes. As a web-based platform, it can be used to access assignments of students to provide self-review and peer response. In sum, this study will also be helpful to other researchers who want to investigate more on the topic.

Assumptions of the Study

The participants of the study are assumed to be unbiased and have taken part willingly in the writing assignments and have been objective in the assessment process by evaluating both themselves and peers. Besides, it is considered that proficiency level of all participants were A2 since they were in the same department and pre-test results demonstrated that level of groups was almost similar. Furthermore, it is assumed that all participants answered sincerely all the open-ended questions.

Limitations of the Study

Although the present study offers new insights for further studies, there were a number of limitations. First of all, the study was conducted at a public vocational high school in Tekirdağ, Turkey. Therefore, it would not be possible to generalize the results of the study to all high school learners.

The participants were 46 students in total from two different classes including 26 participants from 11th grade students and 20 participants from 12th grade students. Hence, it was not possible to group participants randomly. The study was conducted with two intact classes as a quasi-experimental research study.

All the participants were Information Technology Department students who had been using Edmodo actively for two years and took four English lessons in a week in the computer laboratory of the school. They submitted most of their writing assignments on Edmodo in their writing class at school. Nevertheless, it could not be possible for other students to be online in the English classroom.

Organization of the Study

The present thesis has been organized into five chapters including basic distinctions for each chapter. Accordingly, Chapter 1 deals with a brief review of literature of writing classes and providing feedback. Besides, it presents purpose and significance of the study proposing research questions. Moreover, the chapter provides a number of assumptions and limitations of the research. Finally, it clarifies the organization of the thesis.

Chapter 2 presents the background knowledge related to the research study in detail. It provides the terminology of the study including Second/Foreign language writing, feedback in writing, sources and types of feedback. Afterwards, it deals with the impact of feedback in self and peer assessment. Finally, it clarifies the studies on two types of feedback and perceptions of students.

Chapter 3 proposes the methodology of the study. It clarifies research design, participants and data collection instruments. Besides, it presents the procedure of the research clarifying how training sessions and implementation were conducted. Finally, it reports on data analysis reports.

Chapter 4 presents the finding of the research study retrieved from the data of three main research questions including sub-research questions. Furthermore, it provides the results from each research question with a brief discussion by comparing other researchers' studies on the relevant topic.

Chapter 5 reports on a brief summary of the study including aim of the study, methodology and main findings. Afterwards, it draws conclusions by discussing findings in the light of background information. Finally, it clarifies the methodological and pedagogical implications of the study.

Summary

This chapter started with a brief discussion of some basic theoretical framework in terms of writing, providing feedback in writing and digital use in writing classes. Afterwards, purpose

of the study with research questions and significance of the study were presented. Then, assumptions and limitations of the study were presented. In the last part of the section, organization of the study was designed briefly.



Chapter Two

Literature Review

Introduction

This section presents an overall outline of the theoretical framework on the pertinent terminology of the thesis. Firstly, writing and ESL/EFL writing are introduced in the framework of teaching writing as well as traditional approaches to teaching writing including process, product and social cultural theory approaches. Secondly, sources of feedback including teacher, peer and self-directed feedback are discussed with benefits and drawbacks of two kinds of feedback. Thirdly, the types of feedback as classic and digital in the light of empirical studies are explained by comparing two kinds of feedback. Afterwards, studies on both feedback types and perceptions of students are presented in detail. The conclusion section is designed for summarizing the theoretical framework briefly.

Writing as a Skill

For a language student, writing is seen among the most crucial skills in language learning process, most importantly, one of the crucial productive activities for developing language learning. In this respect, Zamel (1982, p. 195) makes contributions to our understanding of definition of writing as a process that meaning is created by “generating, formulating, and refining one’s ideas.” Similarly, Elbow (1973, p. 14) maintains that “Writing is a two-step process. First you figure out your meaning, then you put it into language.” Within this framework, Brindley (1994, p. 151) introduces the notion of writing “for the individual author, writing can have cognitive functions in clarifying and supporting thought ... which is essentially private”. In this respect, as indicated by Brown (2001), writing is mostly seen as a thinking procedure.

To illustrate the importance of teaching writing, Harmer (1998) identifies the reason for it that writing is considered as a basic language skill as crucial as other skills including speaking, listening and reading. Another essential reason for teaching writing is postulated by Harmer

that students need to learn how to write letters, how to combine words and need to know how to write in electronic media as far as writing's specific principles. When the reasons for teaching writing are taken into consideration, it could be concluded that writing is considered among the most crucial skills in language classrooms.

In order to clarify what kind of a skill writing is that Broughton, Brumfit, Flavell, Hill and Pincas (1980) indicate that in the skill of writing people are engaged in an activity which involves both private and public. Because of being solitary makes it private while addressing an audience makes it public. Similarly, Brindley (1994) views written language private because it serves a function of clarifying thoughts and public because it has a role of recording and storing knowledge as a literary work for audiences. As stated above, writing is a skill that it is not only a private but also a public activity.

Second/Foreign Language Writing

Over the half past century, several studies on L2 have been conducted in order to explore methods and models to teach L2 writing. The researches have emerged to desire to shed light on the learning and teaching L2 writing because of the international student mobility in English-speaking countries in the 1950s and the 1960s. The studies in the 1960s and the 1970s clarified theoretical and practical conclusions for L2 writing teaching. Yet, a number of theories and methods have been put forward to understand ESL/ EFL writing that first developed as an individual area in the 1980s and the 1990s (Kroll, 2001). Since then a large body of study on discourse and language usage patterns have had a great insight into learning and teaching ESL writing (Hinkel, 2011).

Since teaching first language (L1)/L2 writing to learners to become effective writers is a complicated issue (Kroll, 2001), various teaching models have been considered since years. In this line, it would be beneficial for L2 writing teachers to handle each theory organizing L2 writing focusing on "language structures, text functions, themes or topics, creative expression,

composing processes, content, genre and contexts of writing” (Hyland, 2003a, p. 2). In this context, the reasons for teaching L2 writing are indicated by Harmer (1998, p. 79) as “reinforcement, language development, learning style and writing as a skill”. In other words, Kroll (1990) underlines that writing teachers should be aware of what is required in L2 writing in order to be effective writing teachers.

Regarding difference of L1 and L2 writing, Silva (1993, p. 669) points out that L1 writing is different from L2 writing in terms of “strategic, rhetorical and linguistic ways”. In other words, Silva illustrates that those differences involve “different linguistic proficiencies, learning experiences and expectations, preferences, writers and authors, writing processes and understanding of text uses”. It is at this point that Silva reports that L2 writers are less organized, less fluent, less accurate and less effective in planning and achieving goals. Because taking into consideration all these differences, language teachers may enhance teaching L1 and L2 writing. In this respect, Kroll (2001), considering these differences, makes contributions to Silva’s insight suggesting ESL/EFL teachers to develop their own approaches and philosophies to enhance improvement of writing skills and develop a number of goals of students in teaching process. In short, in the process of composing a text ESL writers’ needs and practices comprise distinctive features from L1 speaking writers (Krapels, 1990; Silva, 1993).

Although Goldstein and Conrad (1990), Silva (1993) and Zhang (1995) assert that it includes a considerable difference between L1 and L2 writers regarding their linguistic, rhetorical, and cultural knowledge, methods and principles suggested for native speakers would be beneficial and practical for ESL writers. However, it is widely accepted that L1 and L2 writing have parallelism in terms of “general process universals” (Edelsky, 1982, p. 227). Several other researchers (Arapoff, 1969; Santos, 1992) agree this view by stating both L1 and L2 learners’ writing process identical. In short, there are several differences as well as similarities between L1 and L2 writing.

Traditional Approaches to Teaching Writing

A number of various perspectives on teaching writing have been emerged in recent years. The studies have shed light onto how to teach and learn L2 writing focusing on different aspects. These models emerge as three major aspects in literature. Each aspect has a different focus on second language writing. Even though teaching writing involves a number of different approaches and techniques, they handle same core features (Badger & White, 2000).

Focus on process. In the process-based approach, according to Kroll (2001), it as an umbrella expression that captures various types of writing courses. The model includes a cyclical approach rather than an individual approach. In other words, this kind of approach focuses on developing students` skills of organize, define a problem and propose and assess solutions (Hyland, 2003b).

According to Hyland`s (2003b) process model of writing instruction as planning, drafting, revising and editing generates in a recursive order in order to enable the learners to revise and evaluate interactively and simultaneously before producing written material at all. It focuses on the author as an independent composer of the written task, besides it goes further to help teachers how to guide the students to perform a better writing process. In this model, teacher`s role is to make learners aware in producing procedure with pre-writing and brainstorm activities, containing drafts, providing peer feedback, encouraging generating ideas and discussions (Raimes, 1992). Furthermore, in this approach, according to Hyland, teachers should develop students` metacognitive awareness of their processes in order to able them to use writing strategies. That is to say, not only students but also teachers have crucial roles into planning, drafting, revising and editing the writing material.

In process-centered approach which is student centered student authors compose their own writing process and produce their own strategies for prewriting, drafting and rewriting. In

this way, the main focus is on process itself leading to final written task (Shih, 1986). Shih suggests following steps that students do in process approach in L2 writing:

- help student writers to understand their own composing process;
- help them to build their repertoires of strategies for prewriting (gathering, exploring, and organizing raw material);
- drafting (structuring ideas into a piece of linear discourse);
- rewriting (revising, editing, and proofreading);
- tasks may be defined around rhetorical patterns or rhetorical problems (purpose);
- focus on the process of writing that leads to the final written product;
- give students sufficient time to write and rewrite;
- let students discover what they want to say as they write;
- encourage receiving feedback from both the instructor and peers.

(Shih, 1986, p. 623)

As Shih (1986) suggests above, there are various aspects related to stages of writing process, for instance, Grabe and Kaplan (1996) state that process approach is considered as a goal oriented and contextualized learning process with pre-writing activities, reviewing and several drafting. As similar to Shih and Grabe and Kaplan, Tribble's (1996, p. 39) view gives a clear idea related to topic which is a cyclical process such as "prewriting (for brainstorming), composing/drafting (for planning), revising (for first draft) and editing (for final draft)". In short, in writing activity, Hedge (2005) puts forward three main parts containing pre-writing, drafting and redrafting and editing in writing process.

Moreover, Susser (1994) maintains that process model requires two main elements: awareness (of what effective writers should do) and intervention (in the feedback session in the process). In this respect, Zamel (1983) gives a clear view by stating that being aware of what students accomplish in their writing enables to teachers what students still need to be taught.

Furthermore, it is not surprising that Raimes (1991) comments that there is a similarity between process writing model and communicative, task-based, collaborative curriculum development. In this respect, Tribble (1996) purports that process model emerges writing activities which suggest students making insights and gathering the data from a completed written text. In this sense, Nunan (1991a) views the approach as focusing on steps of creating a product rather than being a perfect work. In short, writing is accepted as a process of planning and drafting to develop linguistic skills with little emphasis on grammar structure (Badger & White, 2000).

Focus on product. In the product-based approach, writing is essentially related to linguistic knowledge, appropriate usage of vocabulary patterns and syntax. In other words, this approach stresses writing as dealt with structural knowledge of language and writing process as imitation of input. The approach contains four main stages as familiarization, controlled writing, guided writing and free writing. In the first phase, familiarization, learners are familiar with main characteristics of a written text. Controlled and guided writing stages aim to practice the skills till the learners feel ready to free writing stage (Pincas, 1982). Furthermore, in product approach, the students are generally considered to accomplish the tasks as a proficient language user (Nunan, 1991b). That is to say, writing is seen as a final input of linguistic knowledge in this kind of approach.

Consequently, the product-based approaches deal with the final product of writing. The attention is on prescribed language, accurate grammar and organized writing. The students are supposed to focus on model which is a piece of writing including a list of features such as content, organization, vocabulary, grammar and mechanic (Brown, 2001). That is because in product-centered view of composing L2 writers display that they prefer to demonstrate a large amount of interest in grammatical accuracy (Leki, 1991). In sum, product-based model is considered as a final perfect product of writing.

Focus on social cultural theory. In social cultural theory, the term is defined by Zamel (1983) as an empirical and productive procedure which learners realize and regenerate their ideas. Accordingly, in this theory, writing is seen as a skill that can be learnt and the teacher facilitates writing development and guides learners to convey their personal meaning in a non-directive and encouraging learning environment (Hyland, 2003b).

Furthermore, in this approach, the genre is a social response to process (Hyland, 2003b). In this perspective, Bizzell (1982) and Nystrand (1982) indicate the aspect of speech and discourse community to writers to use in composing a text that genre is defined within that process. Hence, the theory is based on a role to cultural and historical contexts (Barnard & Campbell, 2005).

Accordingly, theoretical framework assigns social and mutual interaction between learners known as ZPD (Aljaafreh & Lantolf, 1994). In this line Vygotsky (1978, p. 86) clarifies 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”. In other words, according to Aljaafreh and Lantolf, learning occurs within the learners’ ZPD that more capable individual assists and guides less capable one which is named *scaffolding* (Weissberg, 2006).

In sum, a sociocultural aspect focuses on collaborative nature of improvement that exists through communication among members of a society (John-Steiner & Mahn, 1996). Moreover, Grabe and Kaplan (1996) suggest a theory of interactive language process that integrates cognitive, social and textual principles of writing. This kind of approach builds on communicative competence that addresses issues in social context. In this perspective, the theory suggests that writing is a process of collaborating learners with each other that conveys certain social aspects; therefore, writing cannot be considered merely as a number of cognitive

abilities (Hyland, 2003b). In other words, this approach regards writing as the process of learning writing is component of developing socializing for discourse society (Silva, 1990).

Feedback

Feedback is accepted as a part of learning process. Because teachers want to affect their students' language use for further usage as well as past usage they give feedback (Harmer, 2001). Therefore, it is highly regarded as a crucial aspect for cooperative learning (Anderson, 1982; Vygotsky, 1978). In this aspect, Long's (1996, pp. 451-452) interaction hypothesis states that interactional process facilitates second language learning because of connecting "input, internal learner capacities, particularly selective attention, and output in productive ways". Therefore, both teachers and students highly value for providing feedback in learning process.

Feedback in writing. Feedback is seen as an essential tool for development of L2 writing skills for learners to express meaning effectively with the help of multiple drafts (Hyland & Hyland, 2006). When teachers respond first and second drafts of a written task, they are able to see what the students produce as a new version of assignment that they respond teachers' comments (Harmer, 2001). In this aspect, Kroll (2001) suggests that learners need to be taught to provide feedback as a part of learning process that they will improve their writing.

In a half century, developments in writing skill and discussions have changed response activities that teacher feedback has been integrated with peer review, workshops, oral-conferences and computer-mediated feedback types. In addition, aspect of being attention on product has been altered to providing feedback on the process that guides the students for their future writing or writing development process (Hyland & Hyland, 2006).

Additionally, once teachers review their students' texts, they are regarded to accuracy of their work as well as content and plan of their texts. In process writing, teachers are concerned to respond students not correct to help rewrite and move forward to a new draft. Hence, teachers do not say what is correct or incorrect, but they assist, ask questions, make suggestions and deal

with improvement of writing performance. To do this, there are a number of ways of responding students' texts such as using marking scales, underlining, selective correction, using correction symbols, crossing out, question marks, reformulating, etc. (Harmer, 2004). That is to say, according to process approach the focus is not only the product itself but also it is on the process.

Giving feedback. Recently the view of focusing on product has transformed into on writing process itself in terms of providing feedback in writing classes (Zamel, 1982). Studies in recent years have focused on desire to understand for L2 writing to move process approach that students would gain how to revise as well as to generate strategies to develop ideas, work on multiple drafts, provide response and review their texts (Chenowith, 1987; Raimes, 1985, 1987). Hence, teachers have been lead to have an alternative option to teacher feedback instructions to widely concentrate on concerns of meaning and writing process (Cumming, 1985b; Zamel, 1985).

Sources of feedback.

Teacher feedback. Although there is an increase in oral response and peer review as a feedback source, teacher feedback has a crucial role in L2 teaching writing (Hyland & Hyland, 2006). Thereby, Vygotsky's (1978) ZPD theory stresses collaboration between teacher and student with the role of *scaffold* learners to contribute and assist their learning until the learner accomplishes independently.

In literature, the notion of feedback includes two kinds of feedback as feedback strategies direct and indirect teacher feedback. In first type of feedback, teacher responds the correct form for the writer while indirect feedback is given by displaying error in some way that student knows there is a problem and solves it alone (Ferris & Roberts, 2001). These kind of strategies are preferred for various purposes. Direct type is considered whether teacher believes that learners are not able to revise on their own (Ferris, 1999); however, indirect feedback is preferred when teacher needs to develop learners' writing performance ability and

engage them in problem-solving (Ferris, 2002; Ferris & Hedgocok, 2005). Several of the theorists and researchers assert that indirect feedback is accepted for most of the learners in writing classrooms as preference because of engaging students in guided writing and problem solving (Lalande, 1982).

Furthermore, because teachers have a tendency to accept themselves as language teachers instead writing teachers and regard writing as a product (Ferris, 2003; Zamel, 1985) they focus widely on language errors (Cumming, 1985a; Zamel, 1985). In parallel with these researchers, other several researchers (Ferris, 2006; Lee, 2004, 2009; Montgomery & Baker, 2007; Zamel, 1985) contend that L2 writing teachers tend to focus more on direct correction, written corrective feedback and local issues (spelling, grammar, punctuation, and mechanics) than global issues (ideas, content, and organization) in writing classes. On the other hand, there is still disagreement among researchers that when and how local feedback should be provided. One group of researchers (Ferris, 2003; Zamel, 1985) state that considering global aspects in first drafts and local issues in second or final drafts would be practical. On the contrary, other studies demonstrate that giving feedback on not only local but also global issues in development of writing can be beneficial for learners (Ashwell, 2000).

Studies on feedback report that most of the students have preference on teacher written feedback rather than alternative feedback types such as oral feedback or peer review in writing classes (Leki, 1991; Zhang, 1995). Within this framework, Leki reveals that university students who value error correction wish to receive correction feedback from their teachers. Alternatively, Connor and Asenavage (1994) assert that teacher feedback contributes significantly greater than peer feedback. Similarly, Paulus (1999) purports that once the impact of peer response and teacher feedback on L2 learners' text is considered, comparing peer review results teacher feedback has a significant effect on authors' writing results. On the other hand, Lee (2008) suggests that teacher feedback practices lead the students to be passive and

dependent writers. Hence, teachers should shift students' views and expectations by engaging them more active and interactive settings. In short, concerns above demonstrate that most of the learners tend to need teacher written feedback rather than alternative feedback types.

Peer feedback. Peer feedback accepted as “peer response, peer editing, peer critiquing, and peer evaluation” (Keh, 1990, p. 295) is among the features of the process approach in writing (Hedge, 2014). In this line, Kroll (2001) gives a perspective that teachers who have many students in one class and see giving response as time-consuming because of having limited time to give feedback for each student may turn to other students to give feedback. Therefore, students can be taught to provide feedback in peer response (Harmer, 2004; Kroll, 2001) that they are able to improve both their critical and analytical writing abilities (Nystrand & Brandt, 1989; Rollinson, 2005), and develop their ability to criticize their own materials.

One of the ways of providing peer response is that teachers can provide a checklist to students to address as they read their own or peers' drafts. By the way, the students should be trained to give respond by reviewing an essay. Each writing class must be designed as a specific group of language learners. In other words, writing teachers should bear in mind that every individual writing classroom requires specific features in shaping learning environment (Kroll, 2001).

In the ZPD, Vygotsky's (1978) view, it is essential that peer review facilitates internalization and improvement. Vygotsky clarifies the concept as a crucial aspect of learning by generating the zone of proximal development. In other words, learning stimulates a number of internal progressive procedure that the child can merely control by cooperating with others and with assistance of his peers. These procedures become a feature of the child's success after they are adopted.

Accordingly, a child can be taught strategies for generating ideas in collaboration process by assisting and scaffolding by an adult or a more efficient peer. As the child gains

learning and thinking abilities gradually he needs less and less guidance and eventually he accomplishes to think and learn independently without any assistance.

Scaffolding can occur among peers once they are engaged in pair or group works; therefore, students should be urged to take part in activities which develop cooperation and interaction in accordance with social constructivist perspective (Storch, 2002, 2005). Accordingly, because peer response is a beneficial instrument for any level of learner and it can be used to assess how effectively a text is written (Sun & Feng, 2009), teachers should encourage students to review their peers and make suggestions and give advice to what extent their peers improved. Yet, they should ensure that students derive as much benefit as possible their peers' comments on their texts. However, they should bear in mind that some students might not be able to give feedback as well as other students (Harmer, 2004). All in all, student writers should be encouraged to take part in communicative activities to scaffold each other effectively.

As briefly mentioned above, peer response corresponds to the shift from a product to process-based style and is consistent with multiple drafts and a number of revision which is a component of process approach (Hyland & Hyland, 2006). Partridge (1981) contends that teacher feedback can enhance a greater understanding for prompt correction for learners, but peer feedback could make more contribution to concept of judgment and sensitivity of audience in the long term. Furthermore, Leki (1993) suggests that providing peer feedback enables students to raise their awareness of audience considerations. Consequently, peer response is an essential tool for developing writing abilities by scaffolding in process-based approach in writing classes.

Benefits and drawbacks of peer feedback. A theoretical framework reveals that peer response has beneficial impact on writers' review and writing quality (Berg, 1999; Min, 2006). The students are able to improve both their critical and analytical writing abilities, develop their

ability to criticize their own materials (Harmer, 2004; Kroll, 2001; Nystrand & Brandt, 1989; Rollinson, 2005) and enhance their critical reading and analytic skills (Chaudron, 1984a; Keh, 1990). Similarly, Berg (1999) reports that peer response encourages critical reasoning. Furthermore, Rollinson (2005) views peer feedback as beneficial, valid, specific, student friendly and it develops students' critical thinking capacities. One of the most crucial advantages of peer response is that in this kind of feedback the students are seen more controlled and autonomous since it enables them to be engaged in the response process unlike seen passive in teacher feedback (Mendoca & Johnson, 1994). Moreover, it enhances students' L2 acquisition (Lockhart & Ng, 1995) and contribution of oral fluency (Mangelsdorf, 1989). On the other hand, it generates more positive perceptions on writing (Min, 2005). In this respect, Stanly (1992) states that peer group discussions on texts motivate students to rework their writing. In short, as briefly mentioned above, peer response contains several benefits regarding learner autonomy, motivation, improving critical and analytic writing abilities and being active in writing classes.

Chaudron (1984b) suggests following advantages adapting from Bolin, Berezin and Golding (1982), Brinton (1983), Partridge (1981) and Witbeck (1976) as:

- It would be time-saving for teachers by removing checking the tasks, therefore releasing them for more beneficial roles.
- Peer response is more at the student's level of improvement and concern, therefore accepted as more instructive than teacher feedback even though there is a belief that the teacher is the authority.
- Once multiple peers are used, students obtain an insight of a varied audience than solely the one teacher as an audience.
- Students' perceptions on writing may be improved with the help of more social and encouraging pairs.

- Students discover greater contributions about writing and review by revising their peers' drafts critically.

Peer response practices may teach learners writing abilities in terms of writing to a real audience (Mangelsdorf, 1992). That is to say, students can learn to become more critical readers and writers of their own text by evaluating peers' writing (Rollinson, 2005). It is at this point that peer response practices can guide to produce and improve own writing of students who assess writing text (Lundstrom & Baker, 2009). In sum, it enhances revision, develops learners' audience awareness, and leads learners to various writing styles (Grabe & Kaplan, 1996; Min, 2006, 2008).

Moreover, once learners are involved in their own assessment, there is a useful outcome that their own awareness of learning improves (Harmer, 2001). In other words, peer editing enables students to use language in the classroom in a meaningful way (Krashen, 1982). Paulus (1999) comments that pairs have more practices for discussion on their texts. In parallel with Paulus, Wigglesworth and Storch (2012) argue that learners who work with pairs in writing classes can facilitate learning by experiencing opportunities for the discussion of language.

On the other hand, according to theoretical framework, there are several drawbacks of peer review. Several studies (Lockhart & Ng, 1995; Nelson & Carson, 1998) reported that one of the drawbacks of peer response is that the students tend to consider merely the product such as errors at the sentence or word level rather than process of writing. Similarly, Myles (2004) highlights that students may focus merely on grammar and vocabulary problems in correction. That is to say, learners may focus on reviewing surface errors and unqualified to focus on global errors (Stanley, 1992). On the other hand, McCarthy and McMahon (1992) state that once pairs are engaged in peer review, peers have little effect to change the text because they do not consider their own text.

Another drawback is that as Sengupta (1998) notes, students tend to consider teacher feedback includes greater valuable comparing peer review since they believe that teachers are expert, yet their peer might not be qualified enough to determine their problems. This might be a reason of cultural and social differences between peers (Carson & Nelson, 1994) and it is commonly accepted that students may not be component of distinguishing and revising problems in L2 writing (Nelson & Murphy, 1993). It is a fact that L2 authors have various attitudes and expectations towards pair or group response in group interaction (Carson & Nelson, 1994, 1996) and have different perceptions on the relative respect of teacher and peer feedback (Nelson & Carson, 1998). According to cultural perspective, also, peer editing generates some problems such as students who are from different cultures can refuse to accept peer comments (Mangelsdorf, 1992) or find peer and group work frightening (White, 1994) and some students who accustomed to more teacher-centered classroom can feel uncomfortable in working more student-centered environment (Braine, 2003). Another cultural aspect is that if students are not offensive, cooperative and trustful of each other, less effective work will perform in writing class (Carson & Nelson, 1996; Nelson & Murphy, 1993). Leki (1990) further points out that learners who are less capable of interaction and pragmatic skills can fail effective peer suggestions.

As Leki (1990) points out several disadvantages of peer response above, students tend to review to merely surface errors and suggest peers that does not enhance revision and they have complication in determining whether their peers' corrections are acceptable or not. In this respect, Zhang (1995) states that students may not trust their partners' suggestions in the accuracy, sincerity and specific comments. That's why L2 learners might not be capable enough to detect errors and suggest feedback and inexperienced students on peer response techniques might not be handle the responding process (Tsui & Ng, 2000). Thus, Saito and Fujita (2004)

purport that most teachers believe that learners may not be capable of scoring their friends since their inability of language practice, skill or competent.

Consequently, peer review contains both benefits and drawbacks on students' revision and writing ability as briefly mentioned above regarding students' general tendency towards it.

Self-directed feedback. Although peer editing has been increasingly studied, self-monitoring has been neglected. Yet, as the awareness of importance of learner autonomy rises it deserves attention in research studies. Although teachers provide assessment of students, learners can also monitor and judge their own learning. The students generally have a concept that how well they have done, in this respect if teachers improve this awareness, they can majorly enhance learning process. Self-assessment depends on the notion of learner autonomy; therefore, if teachers encourage students to reflect their own learning, they can equip them with an effective tool for future learning. Once learners are involved in their own assessment, there is a useful outcome that their own awareness of learning improves (Harmer, 2001).

As briefly mentioned above, learner autonomy is characterized in the frame of teaching pedagogically that the control of learning turns to learners, hence they are encouraged to engage in learning individually (Benson & Voller, 1997). Within this framework, Ferris (2002, p. 87) suggests to L2 authors "be aware of your own individual error patterns". Similarly, according to Sun and Feng (2009), successful writers should be aware how to assess their own language, how to develop their own writing by checking and searching their own problems. Thus, the students will become better in writing.

All these concerns, mentioned above, depend on the roots of learning strategies that are accepted as developing learners' autonomy in language learning (Holec, 1981). According to Flavell (1976, 1979), metacognition which refers to awareness of own learning involves metacognitive knowledge as well as experiences or regulation of learning. Metacognitive regulation refers to how learners monitor and control their own cognitive processes (Nelson &

Narens, 1990). In this respect, Wenden (1991) states that metacognitive strategies including learning strategies are mental operations or procedures used by learners to arrange their learning. O'Malley and Chamot (1990) categorize the procedure of metacognitive strategies that includes four steps as planning, prioritizing, setting goals, and self-management. Similarly, these kinds of strategies are “advanced organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation” (Demirel, 1992, p. 9). In short, these kind of strategies enhance to monitor or control learners' own learning processes.

All in all, students can make their own reviews without feedback and make a significant difference in their writing improvement. Hence, it is crucial that student authors should see themselves as critical readers and reviewers of their own writing. In this framework, teachers should take into consideration that any type of review aims to move to students more independency and thinking critically in order to evaluate their own writing and process. In order to accomplish this, metacognitive skills of students need to develop (Hyland & Hyland, 2006). Metacognition skills represent monitoring, regulating, evaluating learners' own thinking and learning (Hacker, 1998). Once learners control their own learning, they may promote their achievement since it facilitates to develop their intrinsic motivation and sense of learner autonomy from a motivational aspect. Besides, from a cognitive aspect, once learners handle their own learning, they can designate, encode and store input regarding their own structure and this enhances their own learning by making it more relevant and memorable. In this way, learners can make decisions better about what they already learn or do not yet learn and what they need to learn for further rather than their teachers (Reigeluth & Stein, 1983).

Charles (1990) suggests self-monitoring aspect by stating that it enhances students to embody uncertainty about their work, develops their critical and analytical thinking abilities at their texts and replace themselves with readers. It is a way of revising in writing interactive. In

addition, Dam (1995) points out that learner awareness promotes the learning process and the system of the target language. It focuses on their “strategic efforts to manage their own achievement through specific beliefs and processes” (Zimmerman & Risemberg, 1997, p. 105). It is also noted by Harmer (2004) that teachers should need to take into consideration that students should be taught how to respond to a text and what they should consider once they review a text to react their own works. In short, students should be encouraged to monitor and assess themselves to think critically and analytically at their works.

Benefits and drawbacks of self-directed feedback. A theoretical framework demonstrates that self-review is a beneficial way of feedback in writing classrooms. These advantages contain receiving feedback, accessing an audience and developing self-assessment (Rollinson, 2005). Charles (1990) suggests self-monitoring aspect by stating that it enhances students to embody uncertainty about their work, develops their critical and analytical thinking abilities at their texts and replace themselves with readers. In addition, Charles states that students lead the feedback process to their needs in composing writing. Alternatively, Xiang (2004) expresses with the regard of the use of self-monitoring technique in writing that it is beneficial for promoting organizations of students’ writing and especially effective for higher skilled learners. In this regard, Ferris and Roberts (2001) assert that if teachers give cues to students, they can self-edit their papers more successfully. In sum, self-monitoring gives opportunities to learners such as solving problems independently (Chandrasegaran, 1989).

Another important benefit of self-review is as indicated by Harmer (2001) that once learners are involved in their own assessment, there is a useful outcome that their own awareness of learning improves. In this aspect, Lantolf and Pavlenko (2001) assert that learners have an effective role in providing response in terms of shaping the expressions and circumstances in their learning process. In this aspect, it is not surprising that Porto (2001) notes self-evaluation urges students to be responsible for their own development by raising own

awareness and realizing own strengths and weaknesses in language learning. In other words, once learners control their own learning, they may promote their intrinsic motivation and sense of learner autonomy from a motivational aspect and they enhance their own learning by making input more relevant and memorable from a cognitive aspect (Reigeluth & Stein, 1983).

Even though as stated above self-review includes several advantages, it involves several drawbacks as Cresswell (2000) states that self-review students focus on more language problems such as grammar and spelling as well as self-monitoring students should be trained to focus on more global issues to provide feedback properly. Another point was raised by Xiang (2004) that self-monitoring is especially effective for higher level learners' development in writing, but it has little effect on lower achievers' writing performance.

Consequently, self-review contains several positive effects as well as drawbacks as a type of feedback in writing classrooms.

Types of feedback.

Classic feedback. In traditional approach, Kobayashi (1992) differentiates *evaluate* feedback and *corrective* feedback by stating that first type of feedback is related to mainly evaluating of quality of writing and second type of feedback deals with the adjustments stated by reviewers. However, traditional or sentence level written grammar correction makes contribution to writing performance minimally (Kepner, 1991; Mangelsdorf, 1989). Differently, Schultz (1999) who studies on differences between face-to-face version which is traditional type and online feedback in peer response states that students who provide feedback on computer-enhanced way make fewer corrections than learners in the traditional type group in the classroom. That is to say, classic type of feedback contains not only benefits but also drawbacks as a kind of feedback in the procedure of providing feedback.

Digital feedback. Over the last decade, new technology has had a significant role in L2 classes and there is shift in perspectives because of technology development in language

learning and teaching (Kern and Warschauer, 2000). Additionally, it has a great number of benefits in writing classrooms as instructors and communication tools. In this regard, computer-based instruction offers alternative ways to traditional materials such as pen and paper (Hyland, 2003a).

In the regard of comparing traditional classroom and computer-assisted classroom, Sullivan and Pratt (1996) state that teacher role is minimized and suggestions made in are more focused during peer feedback sessions whereas in the traditional oral classroom peer comments are more numerous. In this framework, the students who provide peer e-feedback using digital platforms suggest more extensional and revision-oriented corrections than traditional feedback (Hewett, 2000; Liu & Sadler, 2003).

Alternative to the conventional approach, a great number of innovations in L2 writing take place that it enables to use of pedagogical approaches in digital environment such as conferencing and peer editing (O'Brien, 2004). Accordingly, new technology enables the learners to submit their texts on digital environment for peer review to communicate on digital platforms (Taylor & Ward, 1998) and digital environment facilitates interaction between students for peer response more locally (Crawford, Honan, Knobel and Lankshear, 1998) as well as search and publish texts online and improve their communicative skills outside the school (Dudeny, 2000).

In writing classes, the most widely known use of computers are two folded as synchronous writing and asynchronous writing. In the first way, students can interact to one another and teacher in a real way on digital platforms whereas in the second way students can interact in delayed time, for instance via e-mail (Hyland & Hyland, 2006). It is at this point that time- and place-independent communication via Internet connection enhances interaction between learners by providing and receiving comments any time from any computer and it helps students to communicate outside the classroom (Wang, 1993).

On the other hand, Warschauer (1996) notes that students have positive perceptions on using computers in writing classes and motivation of setting integrated computer activities enhances learning. Moreover, Warschauer presents that advantages of computer-mediated communication (CMC) are experiencing of individual improvement, the enhancement of learning environment and feeling of achievement facilitate motivation of using computer in language classrooms. Further, Roberts, Turbee and Warschauer (1996) present that CMC enables learners to be more effective or autonomous once they need review. Similarly, Chiu, Lin, Liu and Yuan (1999) purport that online response may reduce the negative attitudes of peer feedback since it can be provided anonymously which reduces problems occur between partners in the process of giving feedback. In addition, MacLeod (1999) maintains that e-feedback enables students to be more objective in responding and provides them to be more comfortable because peers commend anonymously.

All in all, the benefits of using new technology in L2 writing classes are highlighted by Hyland (2003a, p. 144) as:

- Influence drafting, editing, proofreading, formatting, and publication processes
- Facilitate the combination of written texts with visual and audio media
- Encourage nonlinear writing and reading processes
- Alter the relationships between writers and readers
- Blur traditional oral and written channel distinctions
- Facilitate entry to new online discourse communities
- Increase the marginalization of writers and texts isolated from new writing technologies.

(Hyland, 2003a, p. 144)

Concerns have also been expressed regarding studies conducted on digital peer feedback as DiGiovanni and Nagaswami (2001) examined peer feedback in a digital environment

whether it would be an alternative to face-to-face peer review in ESL writing in Philadelphia. The findings of the study revealed a number of advantages of online feedback that students provided feedback more quickly, teachers monitored students' communication much more closely and accessed every student individually. Similarly, relating to the benefits of digital feedback, Liu and Sadler's (2003) research on the effects of peer response in electronic versus in traditional versions L2 writing revealed that eight ESL learners who provided feedback online significantly showed more improvement in peer review and a higher percentage of review-based responses. Alternatively, Liou and Peng's (2009) investigation on the role of training on web-based peer response indicated that blogs can be presented as a beneficial environment for L2 writing interaction. In addition, the researchers maintain that training is crucial for digital peer response. In short, online peer feedback can be used as an alternative way to traditional approach.

The above discussion do shed some light on our knowledge of digital feedback; nevertheless, there is a limited number of surveys on the topic in Turkish contexts. In this respect, Ciftci and Kocoğlu (2012) examined the impact of online peer review through blogs on writing essays of Turkish EFL university students and found that students who integrated blog peer feedback showed more improvement in revised drafts and they had positive perceptions on using blog in writing classes. On the other hand, Razi (2016a) compared open and anonymous online peer feedback with the scores of fifty-nine Turkish trainee teacher students' academic writing performance and states that using digital environment facilitates exchanging feedback process and enables providing feedback anonymously by improving academic writing skills. Another study conducted by Razi (2016b) to investigate the impact of four feedback styles, open and anonymous, self-review, peer and teacher response, and anonymous digital feedback with eighty-seven EFL Turkish university students and findings revealed that good writers provided not only self-directed feedback but also peer response more

successfully. In sum, these studies reveal that Turkish students could provide feedback on digital platforms which is a way of providing feedback. Even though the studies make contributions to our understanding of effects of digital feedback of university students because conducted at academic writing classes, there is a need to investigate the effects of online review with Turkish EFL high school learners.

Relevant Literature

Studies on peer and self-feedback. In the field of peer and teacher feedback, Partridge's (1981) study is probably known the first experimental study. The researcher examined peer and teacher feedback in ESL writing classrooms by asking students how they felt when they reviewed their peers' texts. Even though the attitudes towards peer response were positive, the students reported that teacher feedback was more beneficial. According to results, although teacher comments can provide greater contribution for immediate review, peer feedback may make improvement more to the students' perspective of evaluation and feeling of audience in the long term.

In the comparison of teacher and peer response, Nelson and Murphy (1993) found that participants made significant changes in their drafts in the light of comments of their partners. This gives support to Caulk (1994) who conducted a study in detail and found that 89% intermediate/advanced level FL students made useful comments and teacher feedback may be accepted as more general, whereas peer response is specific. It could be concluded that peer review corrections can enable students to make significant revisions and peer review responds may be more effective in vocabulary, organization, and content compared to teacher feedback in L2 writing (Hedgcock & Lefkowitz, 1992; Paulus 1999). It is at this point that Paulus searched the effect of teacher and peer feedback on 11 undergraduate international students' essays at a public university. The results demonstrated that majority of students made surface level revisions on their own while their revisions were more meaning level changes after

receiving peer and teacher feedback. Moreover, multiple drafts enabled them to improve their overall writing. Furthermore, these results show contrast to Tsui and Ng (2000) who explored the effects of teacher and peer review on secondary EFL writing in Hong Kong. In the study, all the students reported greater development in receiving teacher comments than peer response whereas some students indicated that they benefited from responding others' writing and suggested that they may promote their autonomy in writing by providing feedback. Saito and Fujita (2004), however, searched university EFL students' feedback in Japan and presented that teachers and peers scored participants' texts in widely identical manner. The findings are in line with Miao, Badger and Zhen (2006) who compared teacher and peer review in EFL writing classroom in China and the results of interviews with 12 students showed that participants considered not only teacher feedback but also peer review was beneficial, but the students had a greater improvement in their writing performance when they received teacher feedback. In addition, the results revealed that peer feedback was associated with more learner autonomy and even in societies that give authority to the teacher, peer response has a crucial effect.

Considering the studies of investigating the impact of peer review, Chaudron (1984a), for instance, found that students accepted peer response process as a great deal of concern and in revision sessions cooperation and interaction were observed between authors and reviewers. The findings are parallel with another study conducted by Mendonca and Johnson (1994) who investigated the effects of peer review on learners' review. The researchers indicated that in almost 50% of the cases, participants applied their peers' comments whereas in 10% of the cases they did not accept possible responses. Furthermore, the findings revealed that 53% of revisions were with the result of cooperation of peers. On the other hand, the findings are in line with Villamil and De Guerrero (1998) who explored the effect of peer review on ESL writing and reported that peer review had an efficient impact on writing quality and guided more learner autonomy. This is in line with Rollinson (1998) who conducted a research study

with college-level students revealed that peers provided useful feedback with the findings of 80% of suggestions were valid and only 7% was damaging. In sum, Berg's study (1999) of ESL classes in the USA revealed impact of peer feedback and the findings displayed that peer response encouraged critical reasoning and aided writing development. More recently Berggren (2015) investigated how students could improve their writing ability by providing peer response in Swedish FL secondary-level writing classes. The researcher found that students who provided peer review had an additional perspective by improving their audience awareness and suggests that peer feedback should be used in schools even though there are several difficulties.

Another point raised by Lundstrom and Baker (2009) who compared giving or receiving peer feedback in terms of which one is more beneficial to improve writing performance. The researchers conducted the study with a number of 91 L2 writing students at an intensive English institute and the findings revealed that learners could develop their own writing abilities by reviewing peers' texts and transferring their skills and less proficient students had more contributions than more proficient students. Moreover, according to the results, improvement was more slightly on global aspects comparing local issues of writing.

The last point raised by Min (2005) who examined training part of peer review stated that students reported training on providing revision in their peers' writing facilitated their own development of writing. Furthermore, in Min's (2006) another study, the results showed that peer response can be considerably beneficial whether learners have training sessions on providing and using feedback.

In terms of self-review, on the other hand, Cresswell (2000) investigated self-monitoring in writing to what extent interest would be showed to content and organization including global aspects with seven Italian EFL adult learners. The students wrote four self-monitored essays after training programme. It was found that training programme was beneficial in developing self-monitoring, in this way they paid attention to content and organization. Similarly, Xiang

(2004) explored the impact of self-monitoring in L2 writing in China and found that participants can be taken into training sessions on how to use self-monitoring and they have positive perceptions on it. Additionally, students reported that it is beneficial for promoting organizations of their writing and especially effective for higher skilled learners. Furthermore, the findings support Vickers and Ene's (2006) findings that who explored students' capability of improving in grammatical accuracy by noticing on their own and making correction their own mistakes. The researchers conducted the study with a number of 13 L2 advanced students in composition class at an American university and students made a comparison on their own grammatical pattern in their own writing material with the grammatical pattern used in a text. The results demonstrated that explicit self-evaluation was effective and self-correction based on learner autonomy was beneficial for advanced learners.

In sum, as briefly mentioned above, the findings of the studies on both peer and self-review demonstrated that two types of feedback have crucial and beneficial effects on students' writing performance and they have positive perceptions on providing feedback in L2 writing.

Studies on students' perceptions on peer and self-feedback. A number of studies (Mangelsdorf, 1992; Mendonca & Johnson, 1994) reported that students have positive reactions and attitudes on peer response and find peer review helpful in accordance with promoting idea development. In this respect, Mangelsdorf's (1992) study demonstrated that approximately half of the students reported that peer review was beneficial, 30% stated that they were ambiguous about the quality of comments of their peers and 15% reported negative perceptions. A large number of students provided positive comments regarding the content of the drafts. This is in keeping with Partridge (1981) whose study on students' attitudes towards peer feedback reporting they had more positive perceptions on providing feedback than receiving it, besides they felt ambiguous about both quality and accuracy of their peers' suggestions and responses. In short, Min (2005) states that most EFL writing learners prefer the use of peer review.

Although Zhang (1995) asked a number of 81 academically oriented L2 learners who provided three kinds of feedback which kind of feedback was most beneficial and they had four options as teacher, non-teacher, peer or myself and as a result a great number of students preferred teacher feedback. This study has similar findings with Nelson and Carson (1998) who studied on Chinese and Spanish-speaking learners' attitudes on peer review groups in L2 writing classrooms by videotaping in peer group interactions. The findings of the study revealed that students preferred teacher comments to identify their problems in writing and found grammar and sentence level comments of their peers ineffective. On the contrary, Jacobs, Curtis, Brain and Huang's (1998) study in Hong Kong and Taiwan with university students on students' perceptions on teacher and peer review revealed that 93% of the 121 participants preferred to receive peer review because peers commented more suggestions and they learned from providing feedback. Similarly, another study demonstrates that students feel peer response facilitates the participant's attitudes towards writing (Chaudron, 1984a). In sum, this is in line with Elbow (1973) who states that students tend to take greater social contribution from peer review than from teacher feedback.

Another point raised by Allaei and Connor (1990) who state that culture displays a crucial impact on the effectiveness of peer response. For instance, several studies (Carson & Nelson, 1994, 1996; Nelson & Murphy, 1993) report that Chinese speaking students are unwilling to implement other EFL students' suggestions and criticize others. Carson and Nelson (1996) searched Chinese learners' attitudes towards peer review groups in L2 writing classes and results demonstrated that participants were unwilling to accept responses and they avoid criticize their peers. In other words, culture is a crucial impact on perceptions of students regarding peer response.

Considering attitudes of students towards self-review, Xiang (2004) explored the use of self-monitoring principle in writing in China and found that they have positive perceptions on

it. However, McCarthy, Meier and Rinderer (1985) focused on the correlation of self-efficacy and writing with 137 freshmen at a writing class at a university and the findings revealed that participants' perceptions affect their writing performance. The researcher concluded that students who assess themselves good writers perform successfully while other students who evaluate themselves inadequate writers perform accordingly. In other words, the researcher adds that one's thinking about one's writing performance affects one's writing ability.

On the other hand, almost all the studies address on students' views on feedback have been implemented with university students, therefore there is a very limited number of studies that aim secondary level students' perceptions (Lee, 2008). Hence, there is a need to investigate the perceptions of high school learners on providing peer and self feedback.

In sum, as mentioned above, a great number of studies highlight that most of the students have positive perceptions on peer response and self-review because of including several benefits in L2 writing as an essential tool.

Summary

For a language student, writing is seen among the most crucial skills in language learning process, most importantly, one of the effective productive activities for developing language learning. In this sense, over the half past century various teaching models have been considered (Kroll, 2001). In other words, Kroll (1990) underlines that writing teachers should be aware of what is required in L2 writing in order to be effective writing teachers. In order to accomplish being successful writer and writing teacher, a number of various perspectives focusing on different aspects on teaching writing have been emerged in recent years. The studies have focused on three main approaches such as focus on process, product and social cultural theory.

On the other hand, feedback is seen as an essential tool for development of L2 writing skills for learners to express meaning effectively with the help of multiple drafts. In this respect,

Vygotsky's (1978) ZPD theory stresses collaboration between teacher and student with the role of *scaffold* learners to contribute and assist their learning until the learner accomplishes independently. It is at this point that, developments in writing pedagogy and discussions through scientific studies have changed feedback activities that teacher feedback has been integrated with peer review, workshops, oral-conferences and computer-mediated revision types (Hyland & Hyland, 2006). Therefore, students can be taught to provide feedback in peer response (Harmer, 2004; Kroll, 2001) that they are able to improve both their critical and analytical writing abilities (Nystrand & Brandt, 1989; Rollinson, 2005), and develop their ability to criticize their own materials. Although teachers provide assessment of students, learners can also monitor and judge their own learning (Harmer, 2001). In this respect, according to Flavell (1976, 1979), metacognition refers to awareness of own learning and how learners monitor and control their own cognitive processes (Nelson & Narens, 1990). All in all, teachers need to bear in mind that any type of feedback aims to move to students more independency and thinking critically in order to evaluate their own writing and process (Hyland & Hyland, 2006).

In addition to all discussion above, over the last decade, new technology has had a significant role in L2 classes (Kern & Warschauer, 2000). Furthermore, it has a great number of benefits in writing classrooms as instructors and communication tools. In this regard, computer-based instruction offers an alternative way to traditional materials such as pen and paper (Hyland, 2003). In sum, alternatively to traditional approach, innovations in L2 writing take place that it enables to use of pedagogical approaches in digital environment such as conferencing and peer editing (O'Brien, 2004).

Chapter Three

Methodology

Introduction

The present study attempted to explore the effects of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners. In this context, this chapter focuses on the overall of the design of the study. The participants, data collection instruments including procedure and finally data analysis of the present study are presented in detail.

Research Design

The present study was designed as a quasi-experimental research study in which participants were not grouped randomly. Therefore, the researcher studied with two intact classes. The students in 11th grade were grouped as Group A and the students in 12th grade were assigned as Group B. In addition, mixed methods were used to answer the research questions. Therefore, both quantitative and qualitative data were obtained. The quantitative data were gathered from writing task scores of students by using analytic scoring rubric (adapted from Bursa Technical University, School of Foreign Languages, See Appendix A). Additionally, qualitative data were obtained and analyzed from open-ended questions (See Appendix C). Furthermore, a counterbalanced design was followed in which all treatments and assignments were assigned to all participants in different orders. The reason of following counterbalanced research design was performing all writing tasks of each participant and minimizing possible disadvantages of comparability of ordering effects (Mackey and Gass, 2005). In this respect, both groups performed the same tasks, but in reverse order.

Table 1

Counterbalanced Design of Groups and Assignments regarding Feedback Type

	Assignment 1	Assignment 2	Assignment 3	Assignment 4
Group A	peer	peer	self	self
Group B	self	self	peer	peer

As presented in Table 1, while Group A provided peer feedback in Assignment 1 and 2, Group B provided self feedback for the same assignments. In reverse order, in Assignment 3 and 4, Group A provided self-review whereas Group B provided peer review.

Participants

The present study was conducted at a public vocational high school in Tekirdağ, Turkey in the Fall Term of 2016. The participants were 46 Turkish EFL high school students in total from two different classes including 26 participants from 11th grade students and 20 participants from 12th grade students. There were 20 male and 6 female students in Group A whereas there were 12 male and 8 female students in Group B. All the participants were Information Technology Department students who had been using Edmodo actively for two years. The English proficiency level of the students was A2 level. The average age of the students was 17 ($M = 17.3$, $SD = 0.59$). All the participants had four-hour English lessons in a week. The students took most of their English classes in their computer laboratory.

Data Collection Instruments

In the present study, the data were collected by using four instruments: (1) Pre-test to investigate the level of writing performance of two groups. (2) Four writing assignments including first drafts and final drafts to assess their self and peer feedback performance. (3) Turkish version of analytic scoring rubric for writing tasks to evaluate their writing tasks (See Appendix B). (4) Open ended questions to investigate the students' perceptions of giving self

and peer review on their writing tasks in a digital environment (See Appendix C).

Pre-test. A pre-test was conducted with the aim of understanding whether two groups were similar concerning their writing proficiency level. Before implementing the study, the participants were required to write an assignment on a given topic. The topic of the task was asked to students and possible topics were written on the board. In this way the most popular topic was selected by participants with the aim of minimizing possible bias concerning topic. The students were asked to write three or four paragraphs about themselves in 40 minutes. The pre-test results were scored by the researcher and an EFL teacher by using the analytic scoring rubric to ensure reliability of the results. In this line, Kendall's Tau was performed in order to clarify correlation between two raters' scores. It could be reported that there was a significant correlation between scores of pre-test which were scored by researcher and EFL teacher ($p < .001, r = .93$).

The results showed that there was a similarity in the scores of both groups retrieving from their mean scores of written assignments ($M_{Group A} = 59.28, SD = 19.82, M_{Group B} = 60, SD = 20.30$). Table 2 demonstrated pre-test scores of Group A and Group B.

Table 2

Pre-test Scores of both Groups

Groups	Group A			Group B		
	Rater A	Rater B	Mean	Rater A	Rater B	Mean
Good	80	80	80	82	82	82
	87	87	87	82	82	82
	82	82	82	87	87	87
	82	82	82	87	87	87
	87	87	87	82	77	79.5
	82	77	79.5	82	77	79.5
	82	82	82			
	82	82	82			
Moderate	55	50	52.5	65	62	63.5
	65	62	63.5	62	62	62
	62	62	62	65	62	63.5
	60	62	61	65	77	71
	50	50	50	60	60	60
	60	50	55	50	50	50
	60	60	60	60	60	60
	50	50	50	55	55	55
	50	50	50	65	62	63.5
	65	77	71			
	55	55	55			
	65	60	62.5			
Weak	35	35	35	35	30	32.5
	35	35	35	35	35	35
	20	20	20	35	35	35
	35	30	32.5	35	30	32.5
	30	35	32.5	20	20	20
	35	30	32.5			
Mean	59.73	58.92	59.28	60.45	59.6	60

Note. Rater A= Researcher, Rater B= EFL teacher

In addition, the participants were grouped as “weak”, “moderate” and “good” groups according to their pre-test scores. The students who scored between 0-49 points were assigned

as “weak” group, 50-79 points were assigned as “moderate” group and 80-100 points were assigned as “good” group.

Table 3

Groups of Students according to their Pre-test Scores

		Group A	Group B	Total
Good Group	Female	1	1	2
	Male	7	5	12
Moderate Group	Female	4	4	8
	Male	8	5	13
Weak Group	Female	1	3	4
	Male	5	2	7
Total		26	20	46

Table 3 illustrated the groups of students according to their writing performance scores. The participants were not informed in which group they were included. For this reason, they were given a code according to in which group they were included. In this line, participants did not know that they would provide feedback for which group.

Tasks. As assignments, the participants were asked to write four opinion essays. The topics of the essays were chosen by students by voting among a list of possible topics in order to prevent bias because of the topic selection. Firstly, possible topics were written on the board and the students were required to vote to select four possible topics. The four topics receiving the most votes were selected. The order of the topics was randomly assigned to groups.

The students were required to write an essay which consisted of between 150 and 200 words and at least three paragraphs by supporting their opinions by examples. They submitted an essay on their future plans including their future profession in Assignment 1, advantages and

disadvantages of social networks for teenagers in Assignment 2, internet addiction in Assignment 3 and finally they answered the question of “Do we need to go to university to get a job or not?” in Assignment 4. The students produced both first and final drafts for each topic and in total they submitted eight versions for four assignments. In Assignment 1 and 2, Group A provided peer feedback whereas Group B provided self feedback. In reverse order, while Group A provided self feedback in Assignment 3 and 4, Group B provided peer feedback (See Appendix D).

Writing rubric. In order to provide both peer and self feedback and evaluate assignments of students, a writing rubric which was adapted from Bursa Technical University, School of Foreign Languages was used (See Appendix A). Writing rubric consisted of five parts including organization, content/support, grammar/sentence structure, vocabulary/word choice and format/capitalization/punctuation/spelling sections. Each section included excellent, satisfactory, fair and developing criteria according to students` performance of writing level.

The original rubric was prepared in English, for this reason back translation into Turkish was made in order to enable the students to comprehend and use it efficiently because of their proficiency level was A2 (See Appendix B). The rubric was translated by the researcher and four other experts who were studying in MA degree before receiving approval from designers of the rubric.

Open-ended questions. In order to explore the perceptions of students on implementation, open-ended questions were asked to participants (See Appendix C). Open-ended questions implemented in the present study included three parts. First part consisted demographic information of students such as name, class, gender and age. The students were required to write their names because of measuring “good”, “moderate” and “weak” groups` perceptions. Second part included eight questions in order to identify participants` perceptions on providing peer and self feedback on writing assignments in a digital environment. In last

section, participants were asked to clarify their writing performance development according to each section of writing rubric. In order to investigate their attitudes on development, they reported whether they performed poor, fair, average, good or excellent development for each component of writing rubric.

Procedure

Training sessions. Before implementing the study, several training sessions were held because of peer editing can be beneficial particularly once learners had training sessions on providing and using feedback (Min, 2006). On the other hand, the proficiency level of students was A2 level and they had not provided self or feedback by using a writing rubric before. Hence, firstly a meeting was held for informative function about the present study. In the meeting, the purpose and objectives of the study were explained and clarified. In order to constrain positive attitudes towards peer editing, a well-planned implementation is a need for students by modeling and guiding (Johnson, Johnson, & Holubec, 1993).

All the students were willing to participate in the present study. In the following lesson, they were asked to write an assignment on a topic which was selected by participants for pre-test. Secondly, the students performed their writing essays in a 40 minutes lesson. The assignments were evaluated by researcher and EFL teacher by using writing rubric. Finally, the students were assigned into three groups taking into consideration their pre-test scores. The following week, students were gathered into classroom for informing how to write an opinion essay. Three kinds of essays were introduced as good, moderate and weak examples of opinion essays. Lamberg (1990) states that using checklists in peer response is useful in terms of guiding students. Therefore, in the same lesson, a copy of writing rubric was handled to students and it was examined in detail. Additionally, as Hansen and Liu (2005) suggests the importance of necessity of guiding the procedure of peer review for teachers to enable students to familiarize with peer review components, several directives were given on how to provide self and peer

feedback on writing assignments by using rubric. Hence, all students provided feedback on these three sample assignments in practice under the guidance of the teacher in the classroom.

For the following lesson, participants were required to control their Edmodo accounts in order to use it effectively. Because of using Edmodo for two years, students had an account before. For this reason, they did not need create a new account. In addition, code of Edmodo for English lessons was given to students and three sample essays and writing rubric were submitted on Edmodo by researcher in order to enable students to study on them.

In the following lesson, a list of possible topics was written on the board and participants were required to decide on which topics they would write. The topics of essays were voted and four topics receiving the most votes were selected. In this line, the students were asked to write an opinion essay on a given topic at home and submitted on Edmodo for following lesson.

Implementation. For implementation of the present study, both groups took four English lessons in a week in the computer laboratory of the school as their other classes. Because of being Information Technologies Department students, the students took most of their English classes in their computer laboratory.

In addition, after the implementation section, results were scored by the researcher and EFL teacher by using analytic scoring rubric to ensure reliability of the results. In this line, Kendall's Tau was performed in order to clarify correlation between two raters' scores. It could be concluded that there was a significant correlation between scores of two raters retrieving from mean scores of four written assignments which were scored by researcher and EFL teacher ($p < .001$, $r = .92$). The results demonstrated that there was a similarity in the scores of both raters.

Providing peer feedback. In the previous lesson of implementation, participants in Group A were put in descending order to match their peers according to their pre-test scores. The students in Group A who provided peer feedback in Assignment 1 and 2 were grouped as

pairs to provide anonymous peer feedback. As Storch (2002) stated *scaffolding* can be at both asymmetrical (expert-novice) and symmetrical (equal ability) situations. Thereby, it refers to more advanced learners scaffold less qualified ones; however, a number of studies (e.g. DeGuerrero & Villamil, 1994, 2000; Storch, 2002, 2005; Yong, 2010) highlight that *scaffolding* can also occur between novices through interaction. Hence, in Group A, number of “moderate” students was more than number of “good” and “weak” students, students in “good” and “weak” groups were paired with students in “moderate” group. In other words, half of the moderate students provided peer response on good students’ assignments whereas the other half of the students provided peer review on weak students’ assignments. In other words, both weak and good students provided feedback on moderate students’ assignments. The students did not know in which group they were involved. Similarly, number of “moderate” students was more than number of “good” and “weak” students in Group B. Hence, the same procedure was followed for students in Group B which provided peer feedback in Assignment 3 and 4.

In Group A (peer feedback group in Assignment 1 and 2), students were given a code in order not to realize in which group they included and to provide anonymous peer feedback. Firstly, the participants submitted their first drafts on Edmodo accounts. Secondly, assignments were sent to Edmodo accounts of their peers. Thirdly, all the participants provided peer feedback online by using writing rubric by highlighting mistakes in order to make them clearer to realize for their peers. Then, assignments were submitted on Edmodo and the researcher sent the assignments to student authors. In the following lesson, student authors got their scores and mistakes which were highlighted by their peers on Edmodo. The student authors corrected their mistakes and rearranged their final version of assignments. After organizing final drafts, student authors submitted their final version of assignments on Edmodo.

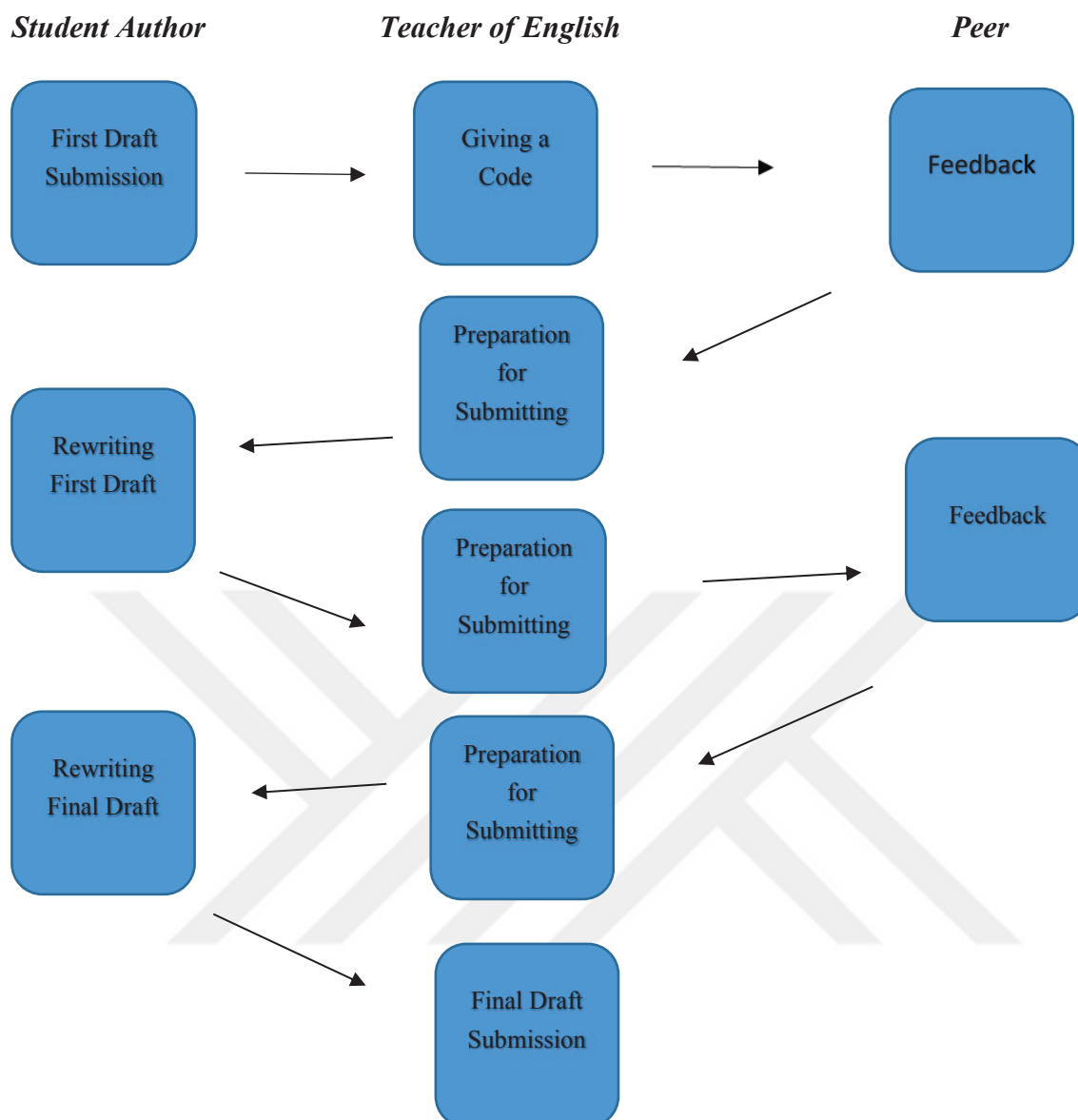


Figure 1. Procedure of providing peer review.

Following this process, the researcher sent assignments to same peers to provide anonymous peer feedback for final drafts. The peers repeated same process by scoring and highlighting mistakes for final drafts. Finally, all participants got their final scores for their final version of assignments. In the following week, process of providing anonymous peer feedback in digital environment was repeated by each participant as being a different peer for Assignment 2.

Providing self-feedback. In order to provide self feedback, differently, in Group B (self feedback group in Assignment 1 and 2), students were not given a code because of providing self-review. Firstly, the participants submitted their first drafts of assignments on Edmodo after providing self feedback by highlighting their mistakes and scoring by using writing rubric. Secondly, they corrected their mistakes and reorganized their assignments in order to write final version of their assignments. Finally, in this context, they provided self-review in digital environment by using rubric and submitted their assignments on Edmodo for last time. In the following week, process of providing self feedback in digital environment was repeated by participants for Assignment 2.

The students in Group A repeated the same process in order to provide self-review for Assignment 3 and 4 whereas students in Group B repeated the same process in order to provide anonymous peer feedback for Assignment 3 and 4 in following eight weeks.

In each group, each participant submitted two assignments for providing peer feedback and two assignments for providing self feedback with first and final versions of assignments. In total students were required to write eight versions of assignments. The assignments were evaluated by researcher and EFL teacher of groups by using the writing rubric.

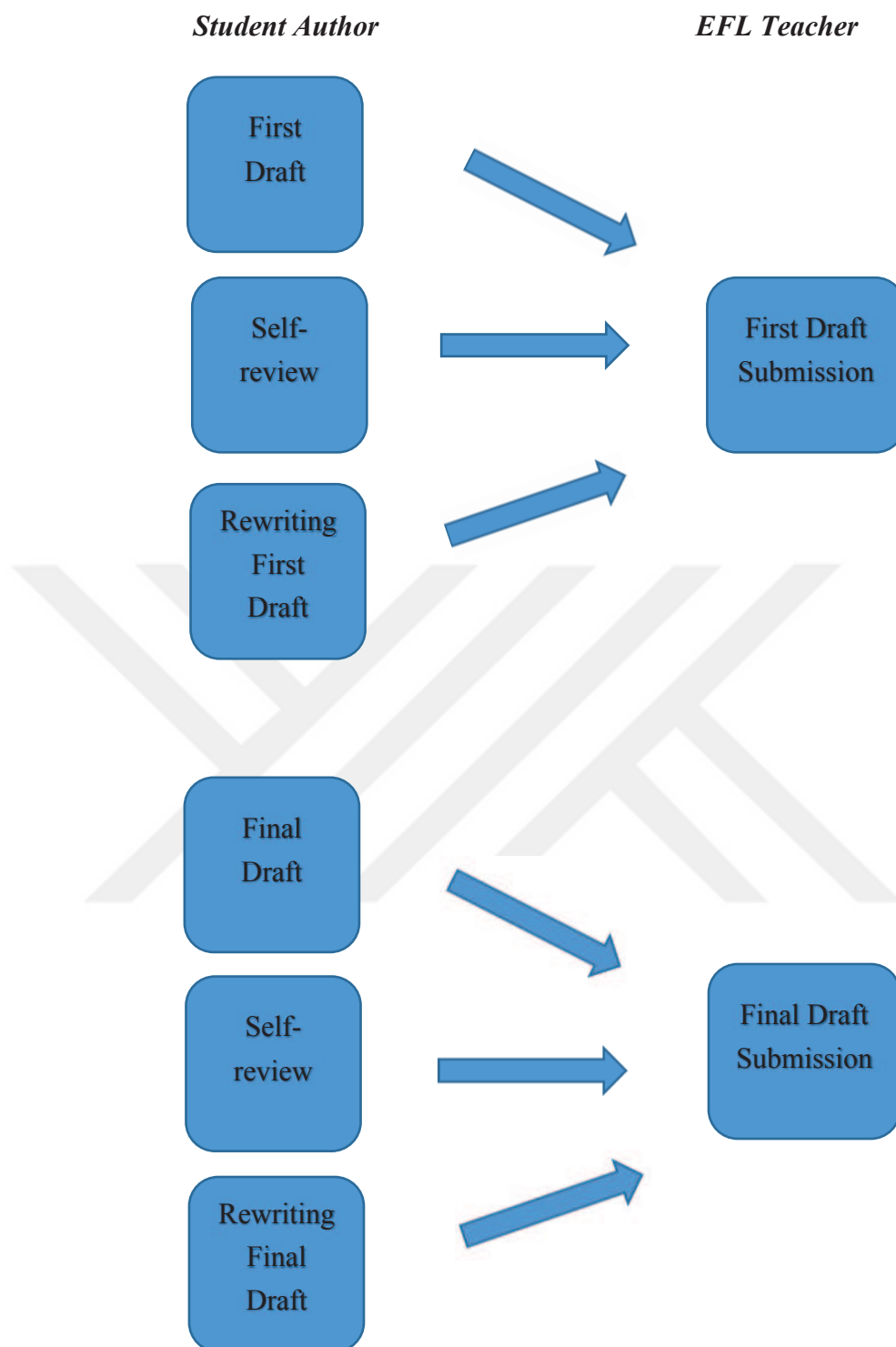


Figure 2. Procedure of providing self-review.

Data Analysis

The data collecting from writing assignments were fed into a computer through SPSS (Statistic Package for the Social Science, version 20). Firstly, in order to group the students as

“good”, “moderate” and “weak” groups, students were asked to write an essay as a pre-test. The pre-test essay was scored by two raters, both by the researcher and the EFL teacher of students. In this respect, Kendall’s Tau was performed in order to clarify correlation between two raters’ scores.

In order to answer the first research question, concerning the total scores of four written assignments of peer and self-review groups, descriptive statistics were utilized. Additionally, a paired-samples *t*-test was administered to clarify any differences between first and final writing task scores of both peer and self groups.

Furthermore, in order to answer the second research question, descriptive statistics were administered to identify mean scores and standard deviations of first and final version scores of four written assignments of both groups. Additionally, mean difference of groups in terms of first and final version of four assignments was calculated in order to illustrate improvement of writing performance of students for five components.

Finally, the third research question regarding perceptions of students on providing self and peer review in a digital environment was answered in the light of findings of open-ended questions. For this reason, descriptive statistics were analyzed in order to measure what extent students perceived improvement in their writing assignments. Furthermore, open-ended questions were examined with content analysis in order to measure perceptions of students on providing self and peer feedback in a digital environment.

Summary

In this chapter, the methodology of the present study was introduced by focusing on the overall of the design of the study. The participants, data collection instruments including procedure and finally data analysis of the present study were presented in detail.

Chapter Four

Findings and Discussions

Introduction

This chapter proposes the findings of three research questions in the light of the data gathered through four writing assignments including first drafts and final drafts to assess their self and peer feedback performance, a scoring rubric for writing tasks to evaluate their writing tasks, and open ended questions to investigate the students' perceptions of giving self and peer review on their writing tasks in a digital environment. Additionally, a brief discussion of research questions of the study is presented.

The present study was designed in the light of three main research questions:

1. What is the effect of providing self and anonymous peer feedback on Turkish EFL high school students' writing assignments in a digital environment?
 - a) Is there a significant difference between first and final writing task scores of self feedback group?
 - b) Is there a significant difference between first and final writing task scores of anonymous peer feedback group?
2. What is the effect of changing type of feedback of groups on writing tasks in a digital environment?
 - a) How does it affect the contribution of feedback in Group A in case of replacing feedback types?
 - b) How does it affect the contribution of feedback in Group B in case of replacing feedback types?
3. What are the perceptions of students on providing peer and self feedback on their writing assignments?

Findings from RQ 1 and Discussion

What is the effect of providing self and anonymous peer feedback on Turkish EFL high school students' writing assignments in a digital environment?

In order to clarify the first research question, concerning the total scores of four written assignments of peer and self-review groups, descriptive statistics were utilized.

Table 4

Descriptive Statistics for Final Writing Task Scores of Self and Peer Groups (N = 46)

	Assignment 1		Assignment 2		Assignment 3		Assignment 4	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Peer Feedback	64.27	9.95	63.12	8.34	69.45	7.43	67.65	9.52
Self Feedback	63.85	11.33	62.00	12.71	64.23	8.48	64.50	9.18

As presented in Table 4, considering mean value retrieved from four written assignments it could be concluded that there was a similarity between both groups' scores. However, it could be illustrated that the participants in peer feedback group scored higher than the participants in self feedback group in terms of scores of four written assignments.

Findings from sub-RQ 1. Is there a significant difference between first and final writing task scores of self feedback group?

In order to answer the research question, a paired-samples *t*-test was conducted to compare first and final writing task scores of self-review group considering mean value retrieved from four written assignments.

Table 5

Difference between First and Final Writing Task Scores of Self Group

	N	\bar{X}	SD	df	t	p
First drafts scores	92	54.53	8.642			
				91	-13.439	< .001
Final drafts scores	92	63.74	10.213			

Table 5 presented that there was a significant difference in the scores for first draft ($M = 54.53$, $SD = 8.64$) and final draft scores ($M = 63.74$, $SD = 10.21$); $t(91) = -12.53$, $p < .001$, $d = -0.973$. This makes it clear that participants in self review group significantly performed better in their final writing assignments. The results corroborate what is presented by Hyland and Hyland (2006) as students can make their own reviews without feedback and make a significant difference in their writing improvement. Furthermore, this supports Reigeluth and Stein (1983) who suggest that once learners control their own learning, they enhance their own learning by making input more relevant and memorable.

Table 6

Descriptive Statistics for First and Final Writing Task Scores of Self-feedback Group

	First Draft		Final Draft	
	M	SD	M	SD
Assignment 1	53.10	9.51	63.85	11.33
Assignment 2	52.25	8.74	62.00	12.71
Assignment 3	55.46	7.97	64.23	8.48
Assignment 4	56.46	8.43	64.50	9.18

In order to illustrate the scores of first and final version of four written assignments of self feedback group, descriptive statistics were conducted. Table 6 displays that the participants' final version scores were higher than their first version scores considering mean value retrieved from four written assignments. It could be inferred that final version scores of participants were almost 8-10 points higher than their first version scores when it was compared to mean values of first and final version scores. Therefore, it could be pointed out that providing self-directed feedback enabled the participants to perform better in their writing assignments as Dam (1995) and Harmer (2001) indicated that students' own awareness of learning improves their writing abilities.

Findings from sub-RQ 2. Is there a significant difference between first and final writing task scores of anonymous peer feedback group?

A paired-samples t-test was performed to compare first and final writing task scores of anonymous peer feedback group considering mean value retrieved from four written assignments in order to answer this sub-research question.

Table 7

Difference between First and Final Writing Task Scores of Peer Feedback Group

	N	\bar{X}	SD	df	t	p
First writing task scores	92	56.62	9.055			
				91	-12.383	< .001
Final writing task scores	92	65.80	9.135			

There was a significant difference in the scores for first draft ($M = 56.62$, $SD = 9.06$) and final draft scores ($M = 65.8$, $SD = 9.14$); $t(91) = -12.38$, $p < .001$, $d = -1.009$. This makes it clear that participants in peer review group significantly performed better in their final writing

assignments. Similarly, in a study carried out by Nelson and Murphy (1993), students made significant changes in their drafts in the light of comments of their partners.

Table 8

Descriptive Statistics for First and Final Writing Task Scores of Peer Feedback Group

	First Version		Final Version	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Assignment 1	55.35	8.40	64.27	9.95
Assignment 2	52.96	7.9	63.12	8.34
Assignment 3	59.05	10.04	69.45	7.43
Assignment 4	60.60	8.57	67.65	9.58

In order to identify the scores of first and final version of four written assignments of peer feedback group, descriptive statistics were utilized. Table 8 presented that the participants' final version scores were higher than their first version scores considering mean value retrieved from four written assignments. It could be noted that final version scores of participants were almost 7-10 points higher than their first version scores when it was compared to mean values of first and final version scores. Therefore, it could be pointed out that providing peer feedback enabled the participants to perform better in their writing assignments. It could be pointed out that the findings of the present study are compatible with several studies (Berg, 1999; Berggren, 2015; Caulk, 1994; Nelson & Murphy, 1993; Tsui & Ng, 2000; Villamil & De Guerrero, 1998) which demonstrated that students benefited from responding others' writing and promote writing performance.

Table 9

Comparison of Final Task Scores of Peer Feedback and Self Feedback Groups

	N	\bar{X}	SD	df	t	p
Peer Final Score	92	65.80	9.135			
				91	-1.446	.150
Self Final Score	92	63.74	10.213			

An independent-samples *t*-test was conducted to compare final task scores of peer feedback and self feedback groups. Considering mean value retrieved from four written assignments there was a similarity between in the scores for peer review group ($M = 65.8$, $SD = 9.16$) and self-review group ($M = 63.74$, $SD = 10.21$); $t(91) = -1.45$, $p > .05$, $d = 0.212$. It could be concluded that both self-review and peer review groups performed better in their final version of writing assignments.

Findings from RQ 2 and Discussion

What is the effect of changing type of feedback of groups on writing tasks in a digital environment?

Initially, in order to answer the second research question, descriptive statistics were conducted to identify mean scores and standard deviations of first and final version scores of four written assignments of both groups.

Table 10

Descriptive Statistics for First and Final Writing Task Scores of Self and Peer Groups

	<i>Feedback Type</i>	First Version		Final Version		
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>MD</i>
Assignment 1	Peer	55.35	8.40	64.27	9.95	8.92
	Self	53.10	9.51	63.85	11.33	10.75
Assignment 2	Peer	52.96	7.9	63.12	8.34	10.16
	Self	52.25	8.74	62.00	12.71	9.75
Assignment 3	Peer	59.05	10.04	69.45	7.43	10.4
	Self	55.46	7.97	64.23	8.48	8.77
Assignment 4	Peer	60.60	8.57	67.65	9.58	7.05
	Self	56.46	8.43	64.50	9.18	8.04

As presented in Table 10, the participants in both groups reported higher scores in their final version of four written assignments. The participants in each group, self or peer review group, were reported 10 points higher in final version than in first version of assignments in Assignment 1, 2 and 3 whereas in Assignment four students scored seven or eight points higher in final version of writing performance. In other words, the students improved their writing ability and developed their ability to criticize their own materials (Harmer, 2004; Kroll, 2001; Lundstrom & Baker, 2009; Nystrand & Brandt, 1989; Rollinson, 2005).

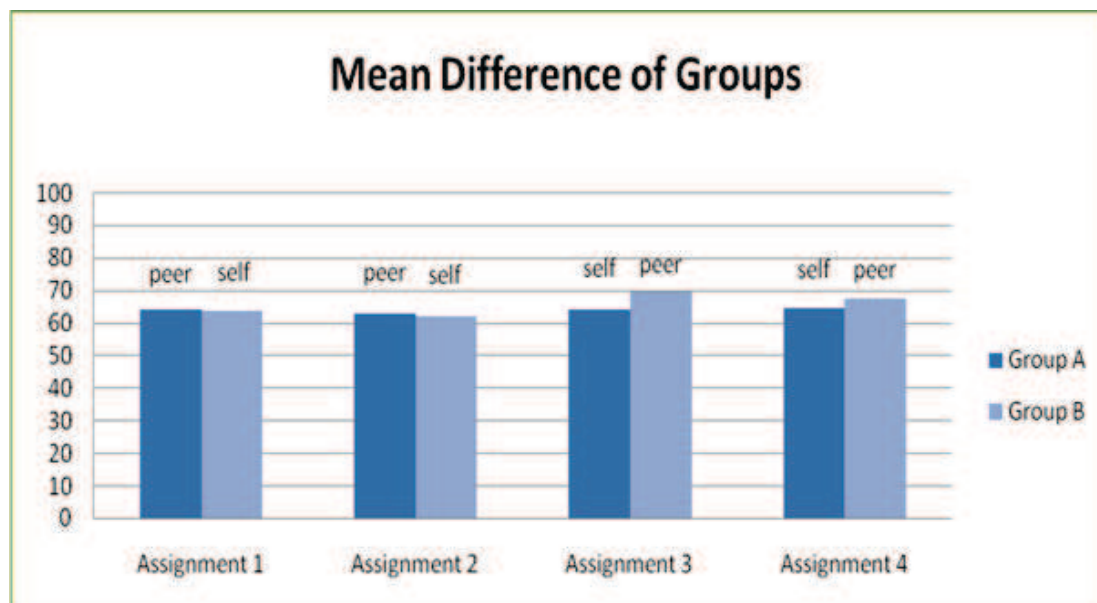


Figure 3. Mean difference of groups in terms of their final version scores of four assignments.

As illustrated in Figure 3, in Assignment 1 and 2, while the students in Group A provided peer feedback, the students in Group B provided self-review. Considering mean value for both assignments, it could be noted that providing peer feedback enabled learners to perform better in their writing assignments. Furthermore, in Assignment 3 and 4, while the students in Group A provided self feedback, the students in Group B provided peer feedback. Considering mean value for Assignments 3 and 4, it could be inferred that peer response group was better in their writing assignments. Furthermore, it displayed that final versions of four written assignments were almost equal for self review group. On the other hand, it could be concluded that scores of first and second assignments were almost equal whereas scores of third and fourth assignments were higher than other two assignments in anonymous peer review group.

Table 11

Mean Difference of Groups in terms of First and Final Version of Four Assignments

	Group A			Group B		
	<i>V1 Mean</i>	<i>V2 Mean</i>	<i>MD</i>	<i>V1 Mean</i>	<i>V2 Mean</i>	<i>MD</i>
Assignment 1	55.35	64.27	8.92	53.1	63.85	10.75
Assignment 2	52.96	63.12	10.16	52.25	62	9.75
Assignment 3	55.46	64.23	8.77	59.05	69.45	10.4
Assignment 4	56.46	64.5	8.04	60.6	67.65	7.05

Note. V1 = First version, V2 = Final version.

Table 11 illustrated that there was a significant difference between first and final version scores for five components considering mean value retrieved from four assignments. In other words, providing both self and peer feedback affected each student's contribution positively. This finding supports Partridge (1981) who suggests that peer feedback may make improvement to the students' perspective of evaluation and feeling of audience.

Findings from sub-RQ 1. How does it affect the contribution of feedback in Group A in case of replacing feedback types?

Initially, in order to answer the research question, mean scores of first and final version of peer review assignments of Group A for five components were utilized.

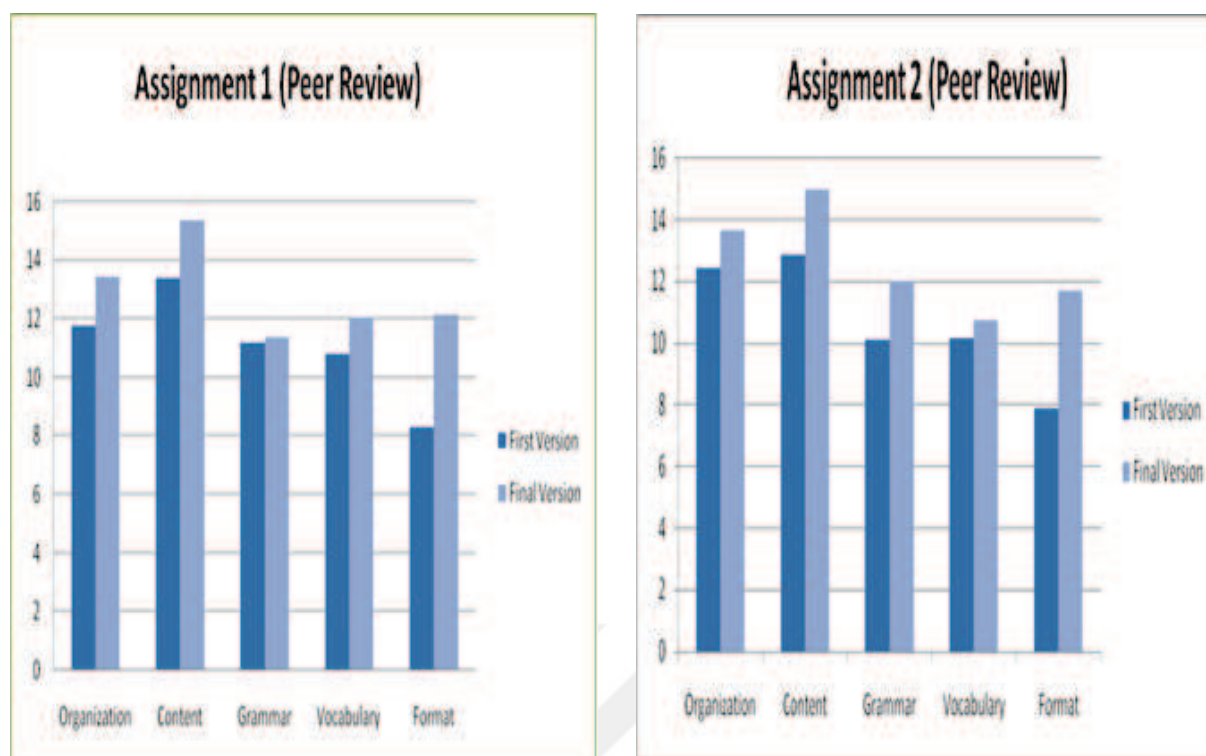


Figure 4. Mean scores of first and final version of peer review assignments of Group A for five components.

As presented in Figure 4, scores of first and final version of Assignment 1 and 2 demonstrated that peer review had a beneficial impact on writing performance of students in Group A who provided anonymous peer feedback in these assignments. Accordingly, it could be inferred that students in Group A showed the highest improvement in “Format/ Capitalization/ Punctuation and Spelling” component in both assignments. This is not in keeping with Lundstrom and Baker (2009) who found that students’ improvement was more slightly on global aspects than local aspects of writing.

However, in Assignment 1 participants showed the least improvement in “Grammar and Sentence Structure” component while they showed the least improvement in “Vocabulary/Word Choice” component in Assignment 2.

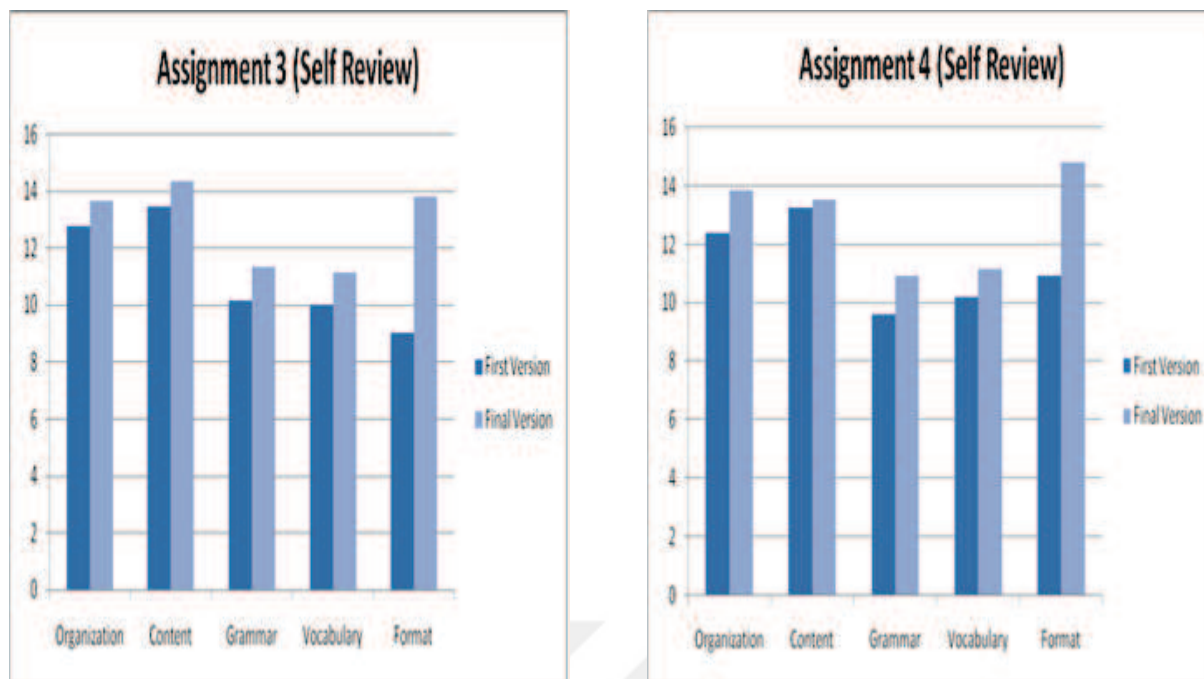


Figure 5. Mean scores of first and final version of self-review assignments of Group A for five components.

As illustrated in Figure 5, scores of first and final version of Assignment 3 and 4 demonstrated that self-review contributed on writing performance of each participant positively in Group A who provided self feedback in these assignments. In this line, it could be stated that students in Group A showed the highest improvement in “Format/ Capitalization/ Punctuation and Spelling” component in both assignments. This finding supports Paulus` (1999) finding that students made surface level revisions on their own. Yet, in Assignment 3 participants showed the least improvement in “Content/Support” and “Organization” components while they showed the least improvement in “Content/Support” component in Assignment 4.

Consequently, providing both peer and self-review contributed to writing performance of each student in Group A. It could be inferred that both types of feedback self-review and peer response made a contribution to writing abilities of students by revising and reorganizing their texts.

Findings from sub-RQ 2. How does it affect the contribution of feedback in Group B in case of replacing feedback types?

Mean scores of first and final version of self review assignments of Group B for five components were calculated.

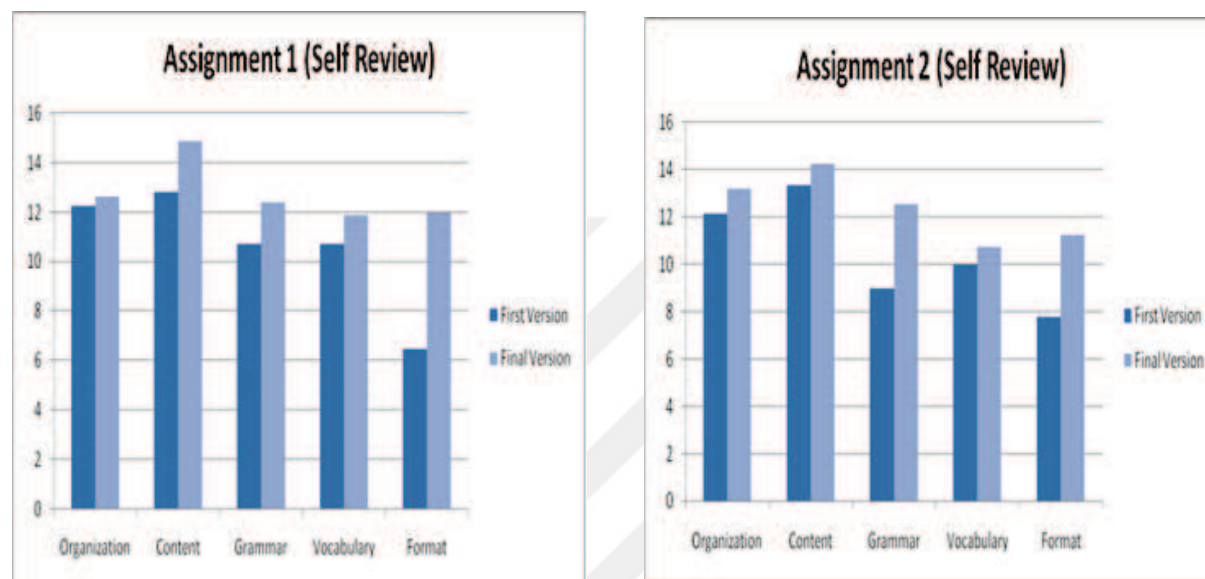


Figure 6. Mean scores of first and final version of self review assignments of Group B for five components.

As presented in Figure 6, scores of first and final version of Assignment 1 and 2 demonstrated that self-review had a beneficial impact on writing performance of students in Group B who provided self-review in these assignments. In this line, it could be concluded that participants in Group B reported the highest improvement in “Format/ Capitalization/ Punctuation and Spelling” component in both assignments and “Grammar and Sentence Structure” component in Assignment 2. However, in Assignment 1 participants showed the least improvement in “Organization” component while they showed the least improvement in “Organization”, “Content/Support” and “Vocabulary/Word Choice” components in Assignment 2.

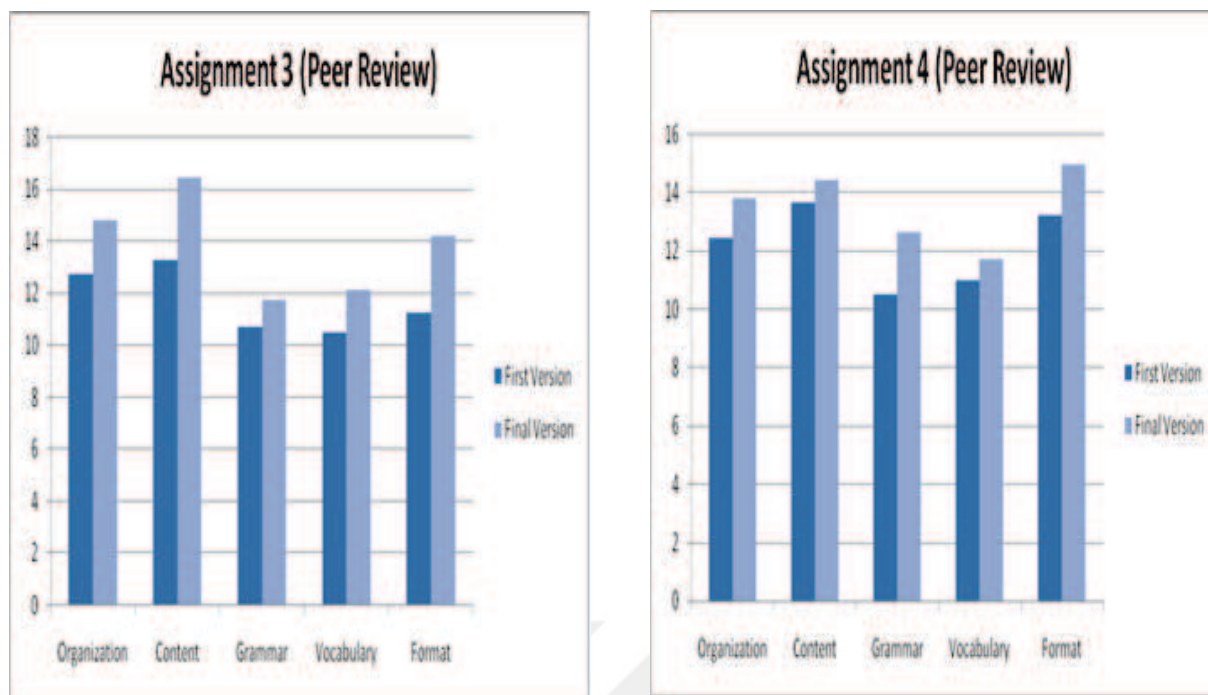


Figure 7. Mean scores of first and final version of peer review assignments of Group B for five components.

As illustrated in Figure 7, scores of first and final version of Assignment 3 and 4 demonstrated that peer review contributed on writing performance of each participant positively in Group B who provided anonymous peer feedback in these assignments. In this line, it could be inferred that students in Group B showed the highest improvement in “Content/Support” and “Format/ Capitalization/ Punctuation and Spelling” components in Assignment 3. Yet, in Assignment 3 participants showed the least improvement in “Grammar and Sentence Structure” component. On the contrary, they showed the highest improvement in “Grammar and Sentence Structure” in Assignment 4. On the other hand, they showed the least improvement in “Content/Support” and “Vocabulary/Word Choice” components in Assignment 4.

Consequently, like Group A providing both peer and self feedback contributed to writing performance of each student in Group B. The findings are in line with Paulus (1999) who suggests that multiple drafts enable students to develop their overall writing skills. It should also be stated that both types of feedback enabled students to develop their writing abilities by being aware of own learning performance.

Table 12

Overall View of Four Written Assignments in terms of Five Components

		<i>Assignment 1</i>		<i>Assignment 2</i>		<i>Assignment 3</i>		<i>Assignment 4</i>	
		<i>V1</i>	<i>V2</i>	<i>V1</i>	<i>V2</i>	<i>V1</i>	<i>V2</i>	<i>V1</i>	<i>V2</i>
Organization	M	11.98	13.09	12.33	13.46	12.76	14.2	12.43	13.83
	SD	2.55	2.82	2.55	2.66	2.26	2.31	2.78	2.77
Content	M	13.15	15.15	13.07	14.67	13.39	15.26	13.43	13.93
	SD	3.12	3.20	2.84	3.18	3.10	3.01	2.92	3.32
Grammar	M	10.98	11.80	9.63	12.24	10.43	11.54	10	11.70
	SD	2.01	2.40	2.12	2.62	1.42	2.28	1.83	3.10
Vocabulary	M	10.76	11.98	10.11	10.74	10.22	11.59	10.54	11.41
	SD	1.82	2.41	0.74	1.68	1.03	2.33	1.57	2.28
Format	M	7.50	12.07	7.83	11.52	10	14.02	11.96	14.89
	SD	2.74	2.70	3.14	3.28	3.95	2.27	3.87	0.74

Table 12 illustrated overall view of first and final version scores for five components considering mean value retrieved from four assignments. In other words, the students who provided both self and peer feedback developed their writing abilities in terms of five components. Likewise, Villamil and De Guerrero (1998) and Tsui and Ng (2000) reported that learners may promote own learner autonomy in writing by providing peer feedback.

Findings from RQ 3 and Discussion

What are the perceptions of students on providing peer and self feedback on their writing assignments?

The third research question regarding perceptions of students on providing self and peer review was answered in the light of findings of open-ended questions and a questionnaire. Hence, descriptive statistics were analysed in order to measure what extent students perceived improvement in their writing assignments in terms of five components. The students' descriptive statistics for their perceptions were reported in Table 13.

Table 13

Descriptive Statistics for Perceptions of Students

	<i>M</i>	<i>SD</i>
Format	4.02	1.02
Content	3.57	0.91
Grammar	3.48	0.96
Organization	3.48	0.94
Vocabulary	3.39	0.91

As presented in Table 13, the participants mostly indicated that they had positive perceptions on providing self and peer review on their writing assignments. While the students reported the most in “Format /Capitalization /Punctuation/ Spelling” component ($M = 4.02$, $SD = 1.02$) which demonstrated that students thought their improvement was between 61% - 80%, “Content/ Support” ($M = 3.57$, $SD = 0.91$), “Organization” ($M = 3.48$, $SD = 0.94$), “Grammar/ Sentence Structure” ($M = 3.48$, $SD = 0.96$) and “Vocabulary/ Word Choice” ($M = 3.39$, $SD = 0.91$) components received the highest fifth rank in the scale which showed that students thought their improvement was between 41% - 60%. The findings are partly similar with Hedgcock and Lefkowitz (1992) and Paulus (1999) in terms of peer suggestions can be better

in vocabulary, organization, and content. Additionally, the findings are not in line with some studies (Lockhart & Ng, 1995; Myles; 2004; Nelson & Carson, 1998) in which found that students tend to focus on the product such as sentence or word level errors rather than process of writing.

Table 14

Number of Students of their Perceptions on Improvement for Five Components

		Poor	Fair	Average	Good	Excellent	Total
Organization	Good	1	1	4	6	2	14
	Moderate	-	-	12	6	3	21
	Weak	1	-	7	1	2	11
Content	Good	1	-	5	4	4	14
	Moderate	-	-	10	10	1	21
	Weak	1	-	6	2	2	11
Grammar	Good	1	1	5	5	2	14
	Moderate	-	2	9	7	3	21
	Weak	1	-	4	5	1	11
Vocabulary	Good	1	1	2	9	1	14
	Moderate	-	1	14	4	2	21
	Weak	1	-	7	1	2	11
Format	Good	1	1	2	5	5	14
	Moderate	-	-	4	7	10	21
	Weak	1	-	2	6	2	11
Total		10	7	93	78	42	

Note. Poor 0% - 20%, Fair 21% - 40%, Average 41% - 60%, Good 61% - 80%, Excellent 81% - 100%.

As stated in Table 14, most of the students have positive perceptions regarding their improvement in writing performance. When “Organization” component was considered, it could be stated that while most of the students belonged to “good” group reported they had

good improvement, most of the students belonged to “moderate” and “weak” groups reported they had average improvement. Furthermore, regarding “Content/ Support” component five of the “good” students reported they had average improvement, half of the “moderate” students thought they had average improvement while the other half of them thought they had good improvement. When “Grammar” component was considered, it could be reported that “good” students stated they had good and average improvement while “moderate” students reported they had average and good improvement. Regarding “Vocabulary” component, nine of “good” students reported that they improved well and “moderate” and “weak” students stated their improvement was average. Finally, students in all groups reported that their improvement regarding “Format/Capitalization/Punctuation/Spelling” component was good and excellent.

Table 15

Perceptions of Students on Self and Peer Review (N=46)

<i>Providing Self-Review</i>	<i>Providing Peer Review</i>	<i>Providing Feedback on Net</i>
A good experience (32)	A good experience (33)	Positive (28)
Helpful (30)	Helpful (26)	Different/interesting (7)
Self-correction (19)	Learning from others' mistakes (12)	Negative (9)
Being objective (38)	Feeling like a teacher (14)	
	Being objective (38)	

In order to explore the perceptions of participants on providing peer and self-review their writing assignments, open-ended questions were examined. Accordingly, as stated in Table 15, it could be stated that most of the students (32 students) expressed they had a good experience regarding providing self-review. This is in keeping with Xiang (2004) who reported that Chinese students had positive perceptions on self-monitoring.

In addition, 30 participants expressed that providing self-directed feedback was helpful for their writing assignments, whereas 16 participants stated it was unhelpful. In this respect, some students expressed themselves as following:

I think providing self-review was helpful. Because it enabled us to be more objective and criticize ourselves honestly.

Furthermore, a number of students reported that they learned from their own mistakes and corrected their mistakes after revising their first drafts as Porto's (2001) study revealed that self-monitoring urged learners to assume responsibility for their own development by raising own awareness and realizing own strengths and weaknesses in language learning. As a final point, most students believed that they were objective when they provided both self and peer review. They stated that providing self-review enabled them to be objective regarding their self-evaluation.

Similarly, regarding providing peer feedback 33 students reported that they had a good experience. This result shows similarity to Chaudron (1984a) who claims that students accepted peer response process as a great deal of concern. Almost half number of students reported they considered that peer review was helpful for their writing performance. The findings support Mangelsdorf's (1992) findings that approximately half of the participants reported that peer review was beneficial. Furthermore, it could be pointed out that the findings of the present study are compatible with several studies (Jacobs et al., 1998; Mangelsdorf, 1992; Mendonca & Johnson, 1994; Min, 2005; Partridge, 1981) which demonstrated that students had positive reactions and attitudes and found peer review helpful in accordance with promoting idea development. However; the findings on the other hand did not support some suggestions such as according to cultural perspective, students who are from different cultures can refuse to accept peer comments (Mangelsdorf, 1992) or find peer and group work frightening (White,

1994) and some students who are accustomed to more teacher-centered classroom can feel uncomfortable in working more student-centered environment (Braine, 2003).

Additionally, a number of students emphasized that they learned from their friends' mistakes. This result shows the similarity with Jacobs, Curtis, Brain and Huang's (1998) findings who found the same result. In their study in Hong Kong and Taiwan with university students revealed that 93% of the 121 students were willing to accept peer comments because peers suggested more insights and they learned from providing feedback.

Moreover, most participants stated they considered themselves like a teacher when they provided peer feedback. In other words, it could be stated that providing anonymous peer feedback made students feel like a teacher as found in Razi's (2016) study. In this context, some students expressed their feelings in this way:

In my opinion, providing anonymous digital peer feedback was an interesting experience for me and I felt like a teacher, because I did not know whose paper it was.

Another crucial finding of the study concerning student attitudes on providing feedback in a digital environment was that most of the participants had positive perceptions on providing feedback online as found in other studies (Çiftci & Koçoğlu, 2012; Liou & Peng, 2009; Warschauer, 1996). In addition, some of them considered that it was an interesting and innovative experience because of providing feedback in a digital environment for the first time. It is parallel with MacLeod (1999) who maintains that e-feedback enables students to be more objective in responding and provides them to be more comfortable because peers commend anonymously. In this line, one of the students answered the open-ended questions as saying:

I believe that I learnt different and innovative ways of using Internet. I have been using Internet just for searching homework or a new topic so far. In this way, we use it for different purposes. Moreover, I could really be objective when I assessed my friends' papers by using digital environment.

Hence, the students had opportunities to use Internet for different and innovative purposes as a learning tool in writing classes. In addition, similar with self-review responses, a large number of students were sure about being objective when they assessed their peers' assignments on digital platform.

After analyzing the findings concerning perceptions of students on providing self and peer review, student raters' scores and teacher raters' scores were compared in order to realize whether there was a significant difference and correlation between scores or not. In this respect, Kendall's Tau was performed in order to clarify correlation between two raters' scores. It could be reported that there was a significant difference between scores retrieving from their mean scores of four written assignments which were scored by students and EFL teacher and researcher, however, as expected, there was not a large effect size correlation between scores of raters ($p < .001$, $r = .49$). Because both groups -Group A and Group B- consisted of multiple raters that each student scored multiple papers as an individual rater; on the other hand, teacher was the single rater to score each paper. That is why a large effect size correlation between scores of raters was not expected.

Summary

This chapter offered the aim and findings of three research questions of the study in the light of statistical data analysis. The results were handled with reference gathered both quantitative and qualitative data. Additionally, a brief discussion of research questions of the study was presented.

Chapter Five

Conclusions and Implications

Introduction

This chapter offers a brief summary of the study by offering aim, methodology and main findings of the study. Afterwards, conclusions are reported briefly. The last part of the section involves implications part including both methodological and pedagogical implications.

Summary of the Study

Aim of the study. The present study aims to shed light into the effect of providing self and anonymous peer feedback on writing assignments in a digital environment among Turkish EFL high school learners. In other words, the present study focused on whether there is an improvement of students' first and final writing task scores of peer feedback groups and self feedback groups. Moreover, it aimed to shed light into perceptions of participants on providing self and anonymous peer review on writing assignments in a digital environment. In relation to this purpose, the following research questions were put forward:

1. What is the effect of providing self and anonymous peer feedback on Turkish EFL high school students' writing assignments in a digital environment?
 - a) Is there a significant difference between first and final writing task scores of self feedback group?
 - b) Is there a significant difference between first and final writing task scores of anonymous peer feedback group?
2. What is the effect of changing type of feedback of groups on writing tasks in a digital environment?
 - a) How does it affect the contribution of feedback in Group A in case of replacing feedback types?
 - b) How does it affect the contribution of feedback in Group B in case of replacing feedback types?

3. What are the perceptions of students on providing peer and self feedback on their writing assignments?

Summary of methodology. The present study was designed as a quasi-experimental research study in which participants were not grouped randomly. Therefore, the researcher studied with two intact classes. 26 students in 11th grade were grouped as Group A and 20 students in 12th grade were assigned as Group B. In addition, mixed methods were used to answer the research questions. Therefore, both quantitative and qualitative data were obtained. The quantitative data were gathered from writing task scores of students by using analytic scoring rubric. Additionally, qualitative data were obtained and analyzed from open-ended questions. Furthermore, a counterbalanced design was followed in which all treatments and assignments were assigned to all participants in different orders. In this respect, both groups performed the same tasks, but in reverse order. While Group A provided peer feedback in Assignment 1 and 2, Group B provided self-review for same assignments. In reverse order, in Assignment 3 and 4, Group A provided self-review; on the other hand, Group B provided peer review.

Summary of main findings. The present study focused on three main research questions. The first research question aimed to shed light into the effect of providing self and anonymous peer feedback on the behalf of difference between first and final writing task scores of groups while the second research question explored the impact of changing type of feedback of groups on writing tasks. The third research question asked the perceptions of students on providing feedback.

In order to answer the first research question, descriptive statistics, a paired-samples t-test and an independent-samples t-test were utilized to the collected data and the results of the findings demonstrated that the participants in peer feedback group scored higher than the participants in self feedback group. In addition, considering significant difference between first

and final writing task scores of groups, it could be concluded that both self-review and peer review groups performed better in their final version of writing assignments.

Another remarkable point was raised from the second research question in the light of the result of the analyses. According to the results, providing both self and peer feedback affected each student's contribution positively. Furthermore, the findings demonstrated that the students who provided both self and peer feedback developed their writing abilities in terms of five major components namely, organization, content, grammar, vocabulary, and format. In short, both types of feedback self-review and peer response made a contribution to writing abilities of students by revising and reorganizing their texts.

In order to answer the third research question, descriptive statistics and content analysis were utilized in order to analyze open-ended questions and the questionnaire. The findings indicated that the participants had positive perceptions on providing self and peer feedback on their writing assignments in a digital environment by expressing it was a beneficial and different experience for them.

Conclusion

The findings of the present study provide several results for Turkish EFL students for providing peer response and self-directed feedback in a digital platform in writing classes. In this respect, according to results of the study, three conclusions could be drawn in the light of findings of three main research questions and sub-questions.

First, providing both self and peer feedback affect each student's contribution positively. In other words, each student has a contribution on writing performance by providing both peer or self-review. In other words, students who provide both types of feedback significantly perform better in their final version of writing assignments considering significant difference between first and final writing task scores of students. In addition, the participants in peer feedback group score higher than the participants in self feedback group.

Second, providing both self and peer feedback develop writing ability in terms of five major components namely, organization, content, grammar, vocabulary, and format. In short, both types of feedback self-review and peer response make a contribution to writing abilities of students by revising and reorganizing their texts.

Third, Turkish EFL students have positive perceptions on providing self and peer review on their writing assignments in order to enhance the development of writing ability. Additionally, most of the students accept both types of feedback beneficial in writing classes. Further, they have positive attitudes on providing feedback in a digital environment by considering it is a different and innovative experience for them.

Implications

The present study was mainly conducted by the desire to figure out the effects of peer response and self-review on writing performance in a digital environment. Accordingly, the findings of the present study suggest that providing both self and peer response affect each student's contribution positively. In addition, the present study reveal that students have positive perceptions both providing feedback and providing it on a digital platform. Although the results were retrieved from 46 EFL Turkish high school learners, it does not mean that the findings of the study do not accomplish any implications in writing classes. Consequently, writing teachers should bear in mind that not only peer review but also self-review enhances development of writing ability at high school. Moreover, not only teachers but also students can use digital environment in writing classes at high school effectively.

This study provides additional perspective of providing feedback with high school learners in writing classes. In this respect, the implications are presented in two aspects of methodological and pedagogical implications.

Methodological implications. Since the present study was not focused on the comparison between student raters' scores and teacher scores on writing assignments, the

further studies may deal with teacher feedback, peer feedback and self-review simultaneously. Because receiving these three types of feedback may conclude significant results, it could be recommended that it would be wise for further researchers to investigate all feedback types in different perspectives.

On the other hand, participants may show differences in regarding with providing peer and self feedback on writing assignments since they have different motivation and attitudes on providing feedback in digital environment. Hence, they are crucial elements to control in writing classes in conducting the study. In sum, further researchers should bear in mind that using digital environment and attitudes towards providing feedback may affect the writing performance of learners.

The present study has several suggestions for further research. First, as briefly mentioned in literature part, integration of feedback into digital environment needs to be considered more thoroughly since there is little knowledge about this issue. In this line, there is a need to investigate the topic especially in Turkish settings with less proficient learners because most of the studies were conducted with advanced learners at university settings. Hence, it is recommended to conduct similar studies with different proficiency levels in different parts of Turkey. In addition, in the present study feedback was provided in writing classes in school laboratory. Therefore, it may be implemented outside the school environment by providing feedback at home in further studies, in this way different findings can be found.

On the other hand, the study did not deal with the comparison of groups of learners as good, moderate and weak groups. In other words, the present study investigated merely perceptions of learner groups. Hence, the further studies may explore actual development of writing performance of each group.

Pedagogical implications. The conclusions of the study may be valuable in terms of responding feedback in different aspects for teachers that they may have a different insight

regarding revision on writing tasks. As one of the crucial figures in the learning process, the teachers may provide more effective learning environment by helping their learners to be aware of peer and self-editing in digital environment. Moreover, it is also essential to encourage learners to use technology in writing classes at high school. Additionally, results from this study may enlighten some high school students to revise their own and peers' writing tasks in a digital environment by having an unusual opportunity. In this aspect, according to FATİH Project in Turkish system, it is planned for integrating technology into teaching and learning process by using information technology tools with the development of effective materials at home and schools ("Ministry of National Education", 2012). In this respect, the current curriculum enables to use of digital environments in learning and teaching process. Hence, the results of the present study may have a different identity for integrating technology tools with the learning-teaching process especially in teaching writing in language classrooms. Teachers can benefit from technology tools in process approach in writing by prewriting, drafting and rewriting. That is to say, Edmodo, as an online networking application for both teachers and learners, can be used to enhance to connect students and teachers to collaborate at writing classes. As a web-based platform, it can be used to access assignments of students to provide self-review and peer response.

Consequently, self-monitoring and self-evaluation as sub-skills of metacognition, in addition to *scaffolding* might be beneficial in accordance with ZPD. Hence, considering the results of the study it could be stated that both peer review and self-monitoring could be integrated with the digital platforms in language classrooms to improve writing performance and facilitate language learning.

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Appendices

Appendix A:

Analytic Scoring Rubric



BURSA TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
ANALYTIC SCORING RUBRIC for PORTFOLIO ASSIGNMENTS

Student's Name & Surname:	Group Code: Classroom:		Rater's Name:	Score:
	Level	Score		
Organization				
	20			EXCELLENT: Student writes a paragraph that is organized from beginning to end; there is a clear focus and a logical order. Well-developed topic sentence.
	15			SATISFACTORY: Student writes an organized paragraph, but may have minor lapses in order or structure, yet focused. Somewhat developed topic sentence.
	10			FAIR: Student writes a paragraph, but focus is unclear or limited; thought patterns difficult to follow. Shift in point of view. Lacks topic sentence. Lacks closure.
	0			DEVELOPING: It is difficult to see the topic sentence, supporting sentences or closure. So short or muddled that it lacks organization or focus.
Content /Support				
	25			EXCELLENT: Student states his opinion clearly and directly, supporting details are rich, interesting and full. Details are relevant and directly relate to the topic sentence. The topic sentence introduces student writer's idea on a given topic and the supporting detail sentences tell about why he/she thinks in this way with clear examples and/or details CLEARLY and COMPREHENSIVELY.
	17			SATISFACTORY: Student states his opinion in an indirect and subtle way; supporting sentences are adequate to support the focus. Supporting sentences are generally relevant and appropriate. There may be more than one sentence that do not relate to the topic. The topic sentence introduces student writer's idea on a given topic and the supporting detail sentences tell about why he/she thinks in this way with clear examples and/or details ADEQUATELY and CONVINCINGLY.
	10			FAIR: Student copies the writing prompt and attempts to state just one side of the opinion. Supporting sentences lack elaboration, detail and/or examples do not support the focus or important explanations are omitted. The topic sentence introduces student writer's idea on a given topic and the supporting detail sentences tell about why he/she thinks in this way with clear examples and/or details SUPERFICIALLY and INELABORATELY.
	0			DEVELOPING: No opinion present, supporting sentences are merely listed, repetitious or too few. The topic sentence DOES NOT introduces student writer's idea on a given topic and the supporting detail sentences DO NOT tell about why he/she thinks in this way with clear examples and/or details.
Grammar/ Sentence Structure				
	20			EXCELLENT: Every sentence has a subject and verb, there are no fragments. Includes correct sentences and word order is correct. Almost no errors.
	15			SATISFACTORY: Only one sentence needs work. Some basic transitions are present, but they do not enhance the overall effectiveness of the paragraph. Includes at least one correct condensed sentence and word order is mostly correct (position of verbs, transition words, adjectives). Not more than five errors.
	10			FAIR: Two or three sentences need work. Attempts to use condensed sentences, but they do not enhance the overall effectiveness of the paragraph or may be incorrect. Word order is somewhat correct (position of verbs, transition words, adjective). More than five errors.
	0			DEVELOPING: Lack of sentence sense. Riddled with errors. Major problems with word order. Too brief to evaluate.
Vocabulary/Word choice				
	20			EXCELLENT: Perfect, includes some specific vocabulary, used correctly to enhance the meaning of the text.
	15			SATISFACTORY: No errors, acceptable vocabulary, attempts to use rich language, generally correct usage, misuse of complex words.
	10			FAIR: Simplistic vocabulary with limited word choice and noticeable errors in usage.
	0			DEVELOPING: Meaning is not always clear, the student uses inadequate vocabulary, or writing is too brief to evaluate.
Format/Capitalization /Punctuation/Spelling				
	15			EXCELLENT: Perfect or almost perfect, student only has one or two minor errors. Student writes neatly and indents the paragraph.
	10			SATISFACTORY: Not more than five minor errors. Student writes neatly and indents the paragraph.
	5			FAIR: More than five errors, but the meaning is always clear, student may not write neatly or indent.
	0			DEVELOPING: Distracting and major errors, the meaning may be unclear. Student may not write neatly or not indent. Too brief to evaluate.

Appendix B:**Turkish Version of Analytic Scoring Rubric**

BURSA TEKNİK ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU ANALİTİK DEĞERLENDİRME ÖLÇEĞİ			
Öğrencinin Adı & Soyadı:	Grup Kodu: Sınıf:	Değerlendirmecinin Adı:	
		Puan:	Puan:
Organizasyon	Başarı Düzeyi	Puan	Ölçütler
	20		ÇOK İYİ: Öğrenci başından sonuna kadar düzenli bir paragraf yazmış; net bir odak noktası ve mantıklı bir sıralama var. İyi geliştirilmiş giriş cümlesi.
	15		YETERLİ: Öğrenci düzenli bir paragraf yazmış, fakat düzende veya yapıda küçük kusurlar olabilir, yine de bir noktada odaklanmış. Giriş cümlesi kısmen düzenlenmiş.
	10		ORTA: Öğrenci paragraf yazmış, fakat odak noktası açık değil veya sınırlı; düşünce yapılarını takip etmek zor. Bakış açısında farklılık var. Giriş cümlesi eksik. Kapanış eksik.
	0		ZAYIF: Giriş cümlesini, yan cümleleri ya da kapanışı bulmak çok zor. O kadar kısa veya karışık ki düzen ya da odak noktası eksik.
İçerik/ Destekleme	25		ÇOK İYİ: Öğrenci düşüncesini net bir şekilde ve tam olarak belirtmiştir, destekleyici ayrıntılar zengin, ilgi çekici ve tam. Ayrıntılar uygun ve giriş cümlesiyle tamamen bağlantılı. Giriş cümlesi verilen konu hakkında yazarm düşünceğini açık bir şekilde ifade eder ve yan ayrıntı cümleleri yazarm o şekilde düşüncesinin sebebini açık örneklerle ve/veya ayrıntılarla ACIK VE ANLASILIR BİR SEKİLDE anlatır.
	17		YETERLİ: Öğrenci düşüncesini dolaylı yoldan ve anlaması güç bir şekilde belirtmiştir; yan cümleler odak noktasını desteklemekte yetersiz. Yan cümleler genelde konuyla ilgili ve yeterli. Konuyla ilgili olmayan bir cümleden daha fazla cümle olabilir. Giriş cümlesi verilen konu hakkında yazarm düşüncesini ifade eder ve yan ayrıntı cümleleri yazarm o şekilde düşüncesinin sebebini açık örneklerle ve/veya ayrıntılarla YETERLİ ve INANDIRICI BİR SEKİLDE anlatır.
	10		ORTA: Öğrenci yazma taslağını kopyalamış ve düşüncesini sadece tek bir acıdan ifade etmeye çalışmıştır. Yan cümleler özden yoksun, ayrıntı ve/veya örnekler odak noktasını desteklemiyor veya önemli açıklamalar atlanmıştır. Giriş cümlesi verilen konu hakkında yazarm düşüncesini ifade eder ve yan ayrıntı cümleleri yazarm o şekilde düşüncesinin sebebini açık örneklerle ve/veya ayrıntılarla ÜSTÜNKÖRÜ ve ÖZENSİZ BİR SEKİLDE anlatır.
	0		ZAYIF: Hiç bir fikir sunulmamış, yan cümleler sadece listelenmiş, tekrar edilmiş veya çok az. Giriş cümlesi verilen konu hakkında yazarm düşüncesini ANLATMAZ ve yan ayrıntı cümleleri yazarm o şekilde düşüncesinin sebebini açık örneklerle ve/veya ayrıntılarla ANLATMAZ.
Dilbilgisi/Cümle Yapısı	20		ÇOK İYİ: Bütün cümlelerin özne ve yüklemi var, kopukluklar yok. Doğru cümleler içeriyor ve sözcük dizimi doğru. Neredeyse hiç hata yok.
	15		YETERLİ: Sadece tek bir cümlelerin düzeltilmesi gerek. Bazı temel geçişler mevcut, fakat paragrafın genel etkisini zenginleştirmiyorlar. En az bir doğru kısaltılmış cümle var ve sözcük dizimi neredeyse doğru (fillerin yeri, kelimelerin geçişi, sıfatlar). Beş hatadan daha fazla hata yok.
	10		ORTA: İki veya üç cümlelerin düzeltilmesi gerek. Kısaltılmış cümleler kullanılmaya çalışılmış, fakat paragrafın genel etkisini zenginleştirmiyorlar ya da yanlış olabilir. Sözcük dizimi kısmen doğru (fillerin yeri, kelimelerin geçişi, sıfatlar). Beş hatadan daha fazla hata var.
	0		ZAYIF: Cümle anlamı eksik. Hatalarla dolu. Sözcük diziminde büyük hatalar var. Değerlendirilemeyecek kadar kısa.
Sözcük/Kelime seçimi	20		ÇOK İYİ: Mükemmel, bazı belirli kelimeleri içeriyor, parçanın anlamını zenginleştirmek için doğru kullanılmış.
	15		YETERLİ: Hata yok, kabul edilebilir sözcük, zengin bir dil kullanılmaya çalışılmış, genelde doğru kullanım, bileşik kelimelerin yanlış kullanımı.
	10		ORTA: Sınırlı kelime seçimiyle son derece sade sözcük kullanımı ve sözcük kullanımında fark edilebilir hatalar var.
	0		ZAYIF: Anlam genelde açık değil, öğrenci yetersiz kelime kullanmış, ya da yazı değerlendirilemeyecek kadar kısa.
Genel Düzen/Büyük Harf Kullanımı/Noktalamalı İmla	15		ÇOK İYİ: Mükemmel veya mükemmel yakın, öğrencinin sadece bir veya iki küçük hatası var. Öğrenci düzgün yazmış ve paragraf başı yapmıştır.
	10		YETERLİ: Beş küçük hatadan daha fazla hata yok. Öğrenci düzgün yazmış ve paragraf başı yapmıştır.
	5		ORTA: Beş küçük hatadan daha fazla hata var, fakat anlamı yine de net, öğrenci düzgün yazmamış veya satır başı yapmamıştır.
	0		ZAYIF: Dikkat dağıtıcı ve büyük hatalar var, anlam açık değil. Öğrenci düzenli yazmamış veya satır başı yapmamıştır. Değerlendirilemeyecek kadar kısa.

Appendix C:

Open-ended Questions

DEĞERLENDİRME SONU SORULARI

Ad-Soyad:

Sınıf:

Yaş:

Sevgili öğrenciler, aşağıdaki sorular İngilizce yazma ödevlerinize dijital ortamda geri dönüt vermeniz ile ilgili düşüncelerinizi öğrenmek amacıyla oluşturulmuştur. Lütfen soruları dikkatlice okuyun ve gerçek düşüncelerinize göre cevaplayın.

1. Kendi ödevinizi değerlendirmek sizin için nasıl bir deneyimdi?

.....

.....

2. Arkadaşlarınızın ödevini değerlendirmek sizin için nasıl bir deneyimdi?

.....

.....

3. Kendi ödevinizi değerlendirmenin faydalı olduğunu düşünüyor musunuz?

Düşünüyorsanız nelerdir?

.....

.....

4. Arkadaşlarınızın ödevini değerlendirmenin faydalı olduğunu düşünüyor musunuz?

Düşünüyorsanız nelerdir?

.....
.....
5. İnternet üzerinden ödev değerlendirmek hakkında ne düşünüyorsunuz?

.....
.....
6. Kendi ödevinizi ve arkadaşlarınızın ödevini değerlendirirken yeterince objektif olduğunuzu düşünüyor musunuz?

.....
.....
7. Kendi ödevinizi ve arkadaşlarınızın ödevini değerlendirirken ne düşündünüz veya ne hissettiniz?

.....
.....
8. Tekrar benzer bir uygulamaya katılmak ister misiniz?

9. Gelişiminizi aşağıdaki tabloda işaretleyiniz.

Nitelik Düzeyi	Çok Yetersiz	Yetersiz	Orta	Yeterli	Çok Yeterli
Değer Aralığı	%0 - %20	%21 - %40	%41 - %60	%61 - %80	%81 - %100
Organizasyon					
İçerik/Destekleme					
Dilbilgisi/Cümle Yapısı					
Sözcük/Kelime Seçimi					
Genel Düzen/Büyük Harf Kullanımı/Noktalama/İmla					

Katılımınız için teşekkür ederim.

Appendix D:

Sample Assignments of Participants

Sample assignment of “good” group

Internet Addiction

Some children and young people have internet or smart phone addiction disorder. I think it is very bad. Addiction to smart phone or internet has some disadvantages. For example, people can be social. Children should have some hobbies. Children shouldn't play game many hours . Young people should do sports. Young people shouldn't check their Facebook or Instagram accounts all the time. Children should play outside . Children shouldn't be always online. Young people should help other people. Young people shouldn't chat on net.

Finally, I think they should spend time with their friends They shouldn't spend too much time on net.

Organizasyon	20
İçerik/Destekleme	17
Dilbilgisi/Cümle Yapısı	15
Sözcük/Kelime seçimi	15
Genel Düzen/Büyük Harf Kullanımı/Noktalama/İmla	15
Total	82

Appendix D:

Sample Assignments of Participants (Continued)

Sample assignment of “moderate” group

Advantages and Disadvantages of Social Network for Teenagers

In my opinion they are good for me. Social networks have some advantages. For example, we can call people. Facebook has advantages. There are pictures. There are old friends on Facebook. Twitter share pictures. We follow on Twitter. Instagram has contact my friends.

There are a lot of thing on Instagram.

Social networks have some disadvantages. For example, we can meet bad people. Facebook hack people. There is dangerous on Facebook. We can be lazy on internet. We spend too much time on Twitter. Instagram is addicted. We are not safe on Instagram. Finally, I think they are good for me.

	PUAN
ORGANİZASYON	15
İÇERİK	17
DİLBİLGİSİ	15
SÖZCÜK/KELİME	15
GENEL DÜZEN	15
	77

Appendix D:

Sample Assignments of Participants (Continued)

Sample assignment of “weak” group

Do we need to go to university to get a job or not?

I think students need to go to university to get a job. I can't find job. I want to go to two year university. No university exam. After university we can work. University and teacher teach the job. We learn job, we learn new things in university. We have diploma. University give qualification . Finally, we need to go to university to get a job.

Organizasyon	15
İçerik/Destekleme	10
Dilbilgisi/Cümle Yapısı	10
Sözcük/Kelime seçimi	10
Genel Düzen/Büyük Harf Kullanımı/Noktalama/İmla	15
Total	60

Appendix E:

Permission Provided by National Education Administration in Tekirdağ

İlçe Milli Eğitim Müdürlüğü



T.C.
SÜLEYMANPAŞA KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 28325415-605-E.4307969
Konu : Yüksek Lisans Uygulaması.

18/04/2016

KAYMAKAMLIK MAKAMINA

İlgi : Okul Müdürlüğünün 14/04/2016 tarih ve 465 sayılı yazısı.

Çanakkale 18 Mart Üniversitesinde İngiliz Dili Eğitimi Ana Bilim Dalında Yüksek Lisans yapan Gündoğdu Mesleki ve Teknik Anadolu Lisesi İngilizce öğretmeni Ayten KAYACAN'ın anılan okulda dijital ortamda yazma ödevleri hakkında uygulama yapma isteklerine ilişkin talebi tarafımıza bildirilmiştir.

Makamlarınızca uygun görülüyorsa olurlarınıza arz ederim.

Mehmet DEMİRCİ
Şube Müdürü

Ekler:

- 1-Dilekçe (1 sayfa)
- 2-Enstitü Müdürlüğü Yazısı (1 sayfa)
- 3- Öğrenci Belgesi (1 sayfa)

Uygun görüşle arz ederim.

Ünal MAMUR
İlçe Milli Eğitim Müdürü

OLUR
18/04/2016

Ahmet ATILKAN
Kaymakam



T.C.
SÜLEYMANPAŞA KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 28325415-605-E.4319318
Konu : Yüksek Lisans Uygulaması.

18.04.2016

GÜNDOĞDU MESLEKİ VE TEKNİK ANADOLU LİSESİ MÜDÜRLÜĞÜNE
SÜLEYMANPAŞA

Çanakkale 18 Mart Üniversitesinde İngiliz Dili Eğitimi Ana Bilim Dalında Yüksek Lisans yapan okulunuz İngilizce öğretmeni Ayten KAYACAN'ın dijital ortamda yazma ödevleri hakkında uygulama yapma isteklerine ilişkin Kaymakamlık makamından alınan 18/04/2016 tarih ve 4307969 sayılı onay örneği ilişikte gönderilmiştir.

Bilgilerinize rica ederim.

Mehmet DEMİRCİ
Müdür a.
Şube Müdürü

Ek:
-Onay Örneği (1 sayfa)

GÜNDOĞDU
MESLEKİ VE TEKNİK
ANADOLU LİSESİ MÜDÜRLÜĞÜ
Kayıt Tarihi : 18 Nisan 2016
No: 605/1315

R. 18/04/2016
Kor. Md. Tnd
G. Tligca 79

Appendix F:**Permission Provided by Bursa Technical University, School of Foreign Languages**

BELC6MER



T.C.
BURSA TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü



Sayı :96108589-403.03 /3255
Konu :ANALİTİK YAZMA ÖLÇEĞİ

22/12/2016

Sayın Ayten KAYACAN

İlgi : 20/12/2016 tarih ve 6704 sayılı yazınız

Yazma performansı değerlendirmelerinde kullanılmak üzere Yüksekokulumuz
okutmanlarından Dr. Ahmet Serkan TANRIÖVER tarafından geliştirilen "Bursa Teknik
Üniversitesi Yabancı Diller Yüksekokulu Analitik Puanlama Ölçeğini" İlgi yazınıza
istinaden tezinizde uygulamanıza izin verilmiştir.

Bilgilerinize rica ederim.

e-imzalıdır

Okt. Murat BAYRAK
Yüksekokul Müdürü

