



**T.R.  
PAMUKKALE UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES  
MASTER OF ARTS THESIS**

**PEER TEACHING AND ITS IMPLICATIONS ON MIDDLE SCHOOL  
EFL LEARNERS' WRITING MOTIVATION**

**GÜLFEM SABANUR KOCA**

**Denizli-2019**

**T.R.  
PAMUKKALE UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES  
MASTER OF ARTS THESIS**



**PEER TEACHING AND ITS IMPLICATIONS ON MIDDLE SCHOOL  
EFL LEARNERS' WRITING MOTIVATION**

**Gülfem Sabanur KOCA**

**Supervisor**

**Prof. Dr. Turan PAKER**

## YÜKSEK LİSANS TEZİ ONAY FORMU

Bu çalışma, Yabancı Diller Eğitimi Anabilim Bilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

İmza

**Başkan:** Prof. Dr. Turan Paker (Danışman)

*Turan Paker*

**Üye:** Dr. Öğr. Üyesi Sabriye Şener

*Sabriye Şener*

**Üye:** Dr. Öğr. Üyesi Devrim Höl

*Devrim Höl*

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun **.12./06/2019** tarih ve **.24./5...** sayılı kararı ile onaylanmıştır.

*M. Buluş*

Prof. Dr. Mustafa Buluş

Enstitü Müdürü

## ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü, tez yazım kurallarına uygun olarak hazırladığım bu tez çalışmada ;

- Tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi,
- Görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğuma,
- Başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğuma,
- Atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi,
- Kullanılan verilerde herhangi bir tahrifat yapmadığımı,
- Bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

  
Gülfem Sabanur KOCA

## ACKNOWLEDGEMENTS

After a seven month of hard work, I am thankful to my research supervisor Prof. Dr. Turan PAKER for his assistance, inspiration and constructive critiques. Without his continuing assistance and expertise in the field, this thesis would not have been accomplished.

I would also like to thank to Prof. Dr. Demet YAYLI, Assoc. Prof. Dr. Recep Şahin ARSLAN and Asst. Prof. Dr. Selami OK for sharing their extensive knowledge and contribution to my academic progress. In addition, I also owe special thanks to my jury committee, Asst. Prof. Dr. Sabriye ŞENER and Asst. Prof. Dr. Devrim HÖL for their valuable feedback and contribution to the study.

Finally, I wish to thank my parents for their support and encouragement throughout my years of studies.

## DEDICATION



**A dedication to self-giving, courageous and hardworking “Women”.**

## ÖZET

### **Akran Öğretiminin, Yabancı Dil Olarak İngilizce Öğrenen Ortaokul Öğrencilerinin Yazma Motivasyonuna Yönelik Çıkarımları**

KOCA, Gülfem Sabanur

Yüksek Lisans Tezi, Eğitim Bilimleri ABD,

İngiliz Dili Eğitimi Bilim Dalı

Tez Danışmanı : Prof. Dr. Turan PAKER

Mayıs 2019, 116 sayfa

Sosyokültürel bir çerçeveden yola çıkarak, bu çalışmanın amacı; akran öğretiminin İngilizce öğrenen ortaokul öğrencilerinin yazma becerisi ve motivasyonuna yönelik çıkarımları araştırmak ve ölçmektir. İlköğretim seviyesinde, yabancı dilde yazma becerisini kazandırmak için kullanılan yaklaşımların etkisizliği gibi sorunları temel alan bu çalışmanın amacı, akran öğretimi uygulamalarını yazma becerisi ile bütünleştirmektedir. Çalışmada karma yöntem tasarımı uygulanmış olup ilk etapta nitel veri takiben nicel veri toplanmıştır.

Araştırma Gaziantep’te bir özel ortaokulda yedinci sınıfta okuyan 24 öğrenci (12 çift) ile yürütülmüştür. Katılımcılara, 10 hafta boyunca “sürece odaklı yazma” çerçevesinde uygulamalar yaptırılmıştır. İlk olarak, eğitim öğretim güz dönemi başında öğrencilerin yazı örnekleri toplanmıştır. Öğrencilerden bireysel olarak tanımlayıcı bir paragraf yazmaları istenmiştir. İkinci olarak, öğrenciler eşleştirilmiş ve çiftler süreç odaklı yazma adımlarını tamamlamışlardır. 10. hafta sonunda öğrenciler, betimleyici ve anlatıma dayalı kısa metinler yazmayı içeren sekiz yazma uygulamasını tamamlamışlardır.

Veri toplama araçları için, 22 sorudan oluşan bir görüşme ve ardından beşli likert tipi anket kullanılmıştır. Araştırmacı, öncelikle nitel verileri tematik içerik analizi ile çözümlenmiştir. Daha sonra anket ile toplanan veriler SPSS 23.0 yazılımı ile hesaplanmış ve betimsel analizi yapılmıştır. Sonuçlar ve bulgular temelinde, öğrenciler akran öğretiminin faydalarını ve süreç yaklaşımlarını yazılarına yansıtmışlardır. Katılımcılar bu uygulamanın öz değerlendirme becerilerini, dil farkındalığını ve geri dönüt verme yeteneklerini geliştirdiğini belirtmiştir. Akademik Yazma Motivasyon Anketi’nin tanımlayıcı sonuçları, akran

öğretiminin öğrencilerin motivasyonunu arttırdığını göstermiştir. Çalışmadan çıkan sonuçlar, akran öğretiminin öğrencilerin yazma becerilerini ve akranlarıyla olan sosyal ilişkilerini geliştirdiğini, motivasyonlarını teşvik ettiğini ve İngilizce öğrenme güvenlerini arttırdığını göstermiştir.

**Anahtar Kelimeler:** Akran öğretimi, akran dönütü, sürece odaklı yazma, motivasyon.





## **ABSTRACT**

### **Peer Teaching and its Implications on Middle School EFL Learners' Writing Motivation**

KOCA , Gülfem Sabanur

Master's Thesis in Educational Sciences,

English Language Teaching

Supervisor: Prof.Dr. Turan PAKER

May 2019, 116 pages

Drawing from a sociocultural framework, the purpose of this study is to investigate peer teaching and its implications on middle-school EFL learners' writing motivation. Based on the problems such as the ineffectiveness of the approaches used to teach writing in EFL primary education, the aim is to integrate peer-teaching practices with writing.

The study followed a sequential exploratory mixed-method design; by collecting qualitative data initially, and following with quantitative data. The study was carried out with 24 students (12 pairs) studying in seventh grade in a private middle school in Gaziantep. The participants were trained under the framework of process-oriented writing for 10-weeks. At first, at the beginning of the term (September) the writing samples of the students were collected. Students were asked to write a descriptive paragraph individually. Second, students were paired up and the pairs completed the steps of process approach. Students had the chances to choose their partners, in order to reduce anxiety problems. Students completed eight writing tasks, which involved writing descriptive and narrative paragraphs. In terms of data collection instruments, semi-structured interviews with 22 questions were utilized, and then, a five -point Likert scale questionnaire was employed. The researcher transcribed the data collected from the interviewers through pattern coding. Subsequently, the data collected through a questionnaire was computed via SPSS software version 23, and descriptive analyses were presented. Based on the results and findings, learners reflected benefits of peer teaching and process approach to their writing. Participants mentioned that this implementation enhanced their self-assessment skills, language awareness and capabilities to give feedback.

The descriptive results from the Academic Writing Motivation Questionnaire (AWMQ) showed that peer teaching increased students motivation to write and confirmed the benefits. The conclusions made from the study were that peer teaching encourages students' motivation to develop their writing skill and social relationships with their peers, which builds their confidence in learning English.

**Key Words:** Peer teaching, peer feedback, process approach, writing motivation.



## TABLE OF CONTENTS

YÜKSEK LİSANS TEZİ ONAY FORMU .....	iii
ETİK BEYANNAMESİ .....	iv
ACKNOWLEDGEMENTS .....	v
DEDICATION .....	vi
ÖZET .....	vii
ABSTRACT .....	viii
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xvi
CHAPTER I: INTRODUCTION .....	1
1.1. Background to the Study .....	1
1.2. Statement of the Problem .....	3
1.3. Purpose of the Study .....	5
1.4. Statement of Research Questions .....	5
1.5. Significance of the Study .....	5
1.6. Assumptions and Limitations of the Study .....	6
1.6.1. Assumptions of the Study .....	6
1.6.2. Limitations of the Study .....	6
CHAPTER II: LITERATURE REVIEW .....	7
2.1. Approaches to Teaching Writing .....	7
2.1.1. General View of Product Approach .....	8
2.1.2. General View of Process Approach .....	9
2.1.3. General View of Genre Approach .....	11
2.2. Theoretical Framework .....	12
2.2.1. Interaction, Learning and Cognitive Perspective .....	12
2.2.2. Limitations of Cognitive Perspective .....	14
2.2.3. Interaction in Sociocultural Theory .....	15
2.2.4. Mediation and Peer Collaborative Dialogue .....	18
2.2.5. Constructivism, Social Constructivism and ZPD .....	19
2.2.6. Research on Peer Teaching and its Effects on Writing .....	23

2.2.6.1.Scaffolding in peer interaction .....	23
2.2.6.2.Peer assistance .....	26
2.2.6.3.Providing feedback to written texts .....	28
2.2.6.4.Teacher written feedback .....	30
2.2.6.5.Peer feedback .....	31
CHAPTER III: METHODOLOGY .....	36
3.1. Introduction .....	36
3.2. Research Design .....	36
3.3. Setting .....	37
3.4. Participants .....	38
3.5. Data Collection .....	38
3.5.1. Instruments .....	38
3.5.1.1.Interviews .....	38
3.5.1.2.The adapted version of the academic writing motivation questionnaire.....	38
3.5.2. Data Collection Procedure .....	41
3.5.2.1.Implementation of process-based approach in writing .....	41
3.5.2.2.Piloting .....	43
3.5.2.3.Interview and questionnaire .....	44
3.6. Data Analysis .....	44
CHAPTER IV: RESULTS .....	46
4.1. Research Question 1 .....	46
4.1.1. Impact of Peer Teaching and Process Approach on Students' Writing Performance .....	46
4.1.2. Self-Assessment and Linguistic Awareness .....	48
4.1.3. Brainstorming and Collaboration .....	49
4.1.4. Pre-writing Activities and its Benefits .....	50
4.1.5. EFL Learners Focus While Giving and Receiving Feedback Throughout their Development .....	51
4.2. Research Question 2 .....	52

4.2.1. Students Perceptions and Attitudes Towards Peer Teaching and Writing Process.....	52
4.2.2. Learners Reflections on the Benefits of Peer Teaching and Process Approach..	54
4.2.3. Students’ Reflections on the Patterns of Choosing a Partner .....	55
4.2.4. Students’ Attitudes Towards the Teachers role and Partners’ Role as a Teacher .....	56
4.3 Research Question 3 .....	57
4.3.1. Impact of Peer Teaching on Students Overall Motivation .....	57
4.3.2. Degree of Participation and Contribution .....	59
CHAPTER V: CONCLUSION .....	61
5.1. Discussion .....	63
5.1.1. Research Question 1 .....	63
5.1.1.1. Impact of peer teaching and process approach on students’ writing performance.....	63
5.1.1.2. Self assessment and linguistic awareness .....	64
5.1.1.3. Brainstorming and collaboration .....	65
5.1.1.4. Pre-writing activities and its benefits .....	66
5.1.1.5. EFL learners’ focus while giving and receiving feedback .....	66
5.1.1.6. Research Question 2 .....	67
5.1.2.1. Students’ perceptions and attitudes towards peer teaching and writing process .....	67
5.1.2.2. Learners’ reflections on the benefits of peer teaching and process approach .....	68
5.1.2.3. Students’ reflections on the patterns of choosing a partner.....	69
5.1.2.4. Students’ attitudes towards teachers’ role and partners’ role as a teacher .....	69
5.1.3. Research Question 3 .....	71
5.1.3.1. Impact of peer teaching on students’ overall motivation .....	71
5.1.3.2. Degree of participation and contribution .....	72
5.2. Pedagogical Implications .....	72
5.3. Suggestions .....	74

REFERENCES .....	75
APPENDICES .....	90
APPENDIX A: Interview Questions (English Version) .....	91
APPENDIX B: Interview Questions (Turkish Version) .....	92
APPENDIX C: Questionnaire (AWMQ) (Turkish Version) .....	93
APPENDIX E: Pre-writing Activities.....	95
APPENDIX F: CV.....	100



## LIST OF TABLES

Table 3.1. <i>Categories and Items</i> .....	40
Table 3.2. <i>The Research Procedure for 7th Graders</i> .....	42
Table 3.3. <i>Interval Scale of the Options in the Questionnaire</i> .....	44
Table 4.1. <i>Students Views on the Impact of Peer teaching and Process Approach</i> .....	47
Table 4.2. <i>Students Views on Self-Assessment and Linguistic Awareness</i> .....	48
Table 4.3. <i>Students Views on Brainstorming and Collaboration</i> .....	50
Table 4.4. <i>Students Perceptions and Attitudes Towards Peer Teaching and Writing Process</i> .....	53
Table 4.5. <i>Students' Views on the Teachers Role and Partners' Role as a Teacher</i> .....	57
Table 4.6. <i>Students Views on the Impact of Peer Teaching on their Overall Motivation</i> .....	59

## LIST OF FIGURES

<i>Figure 1.1.</i> The self-system model of motivational development.....	3
<i>Figure 2.1.</i> Summary of the approaches to writing instruction.....	7
<i>Figure 2.2.</i> Diagram of process writing.....	10
<i>Figure 2.3.</i> Five writing cycles.....	10
<i>Figure 2.4.</i> The zone of proximal development.....	22
<i>Figure 2.5.</i> The ZPD after teaching has occurred.....	23
<i>Figure 2.6.</i> Implementation of feedback.....	29
<i>Figure 2.7.</i> A model of feedback to enhance learning.....	30



## CHAPTER I

### 1. INTRODUCTION

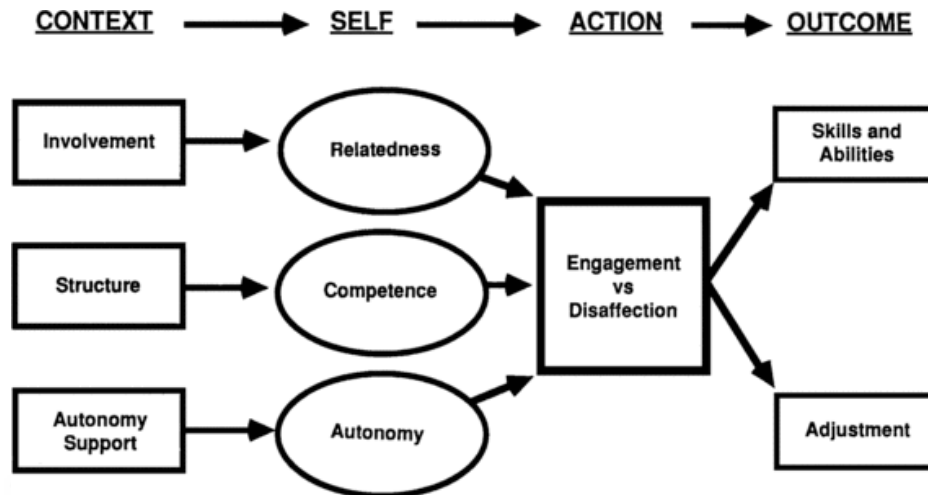
#### 1.1. Background to the Study

*“A word after a word after a word is power.”*

*Margaret Atwood*

Writing can have various definitions. At first, writing is an ability to use the language the students learn by putting words on a paper. However, it is not a simple action based on language using written symbols because it actually relies on thinking process (White and Arndt, 1991). It can also be understood as an interactive activity. It reminds the importance of the audience since “the writer creates a picture of the reader, who thus becomes an ideal reader, attributes to this reader certain experience, knowledge, opinions and beliefs on the basis of which the writer builds his message” (Porto, 2001, p.39). Being able to express oneself through writing is an advantage both in social and academic life. This can be accepted as a reason why language teachers and learners focus on developing writing skills, which makes writing one of the most crucial skills to be worked on first language (L1) and second language (L2). Consequently, the skill of writing has gained great importance in foreign language (FL) education due to the research and newly adopted pedagogies towards writing (Kroll, 1990). Given its interactive nature, writing can be used not only for the development of language, but also for interaction purposes as well. The activities that are adapted to group and pair work is common in the field of education and there are plenty of studies on collaboration and interaction (Slavin, 1990; Johnson and Johnson, 1994). There are different terms that address peer teaching or interaction (collaboration, revision, review, evaluation) that reflect on the phases during which students work jointly to improve and evaluate their writings and provide feedback to their classmates. This method has been widely adopted in L1 and L2 composition classrooms in recent decades and takes its theoretical background from social constructionist theory of learning and the process approach (Hansen and Liu, 2005; Min, 2005; Shehadeh, 2011). However, the effects of peer-interaction on writing, and writing motivation is not directly observed and tested.

Besides the theoretical background of the topic, a newest trend in teaching writing is the “process-oriented approach”. It reflects the notion that “writing is a process” and that “the writing process is a recursive activity involving certain universal stages (prewriting, writing, revising)” (Cooper, 1986, p.364). Process writing refers to the evolution from the product to process, which requires a great deal of peer interaction among learners. These stages (prewriting, writing, revising) enable learners to interact under the frame of sociocultural elements. Shifting our attention from the writing process leads our investigation to the relationships in the classroom, which are mainly called as interactions. A high quality of relationship between students and student – teacher interactions focus on learning and provide constructive criticism between learners, which includes feedback as well. Therefore, we can generalize an understanding that students’ engagement and motivation promotes students to create solutions to the challenges faced in school and language classrooms (Martin and Mash, 2009). Further on, I would like to focus on the reasons behind the question “why do we focus on these relationships while teaching and learning?” and “why do these relationships work?” This complex dynamic can be explained through a motivational model. A model that promotes development by fulfilling the needs of a human such as: relatedness, competence, and autonomy (Connell and Wellborn, 1991; Skinner, 1995; see Figure 1.1). The first term in this model, “relatedness” is a need and feeling to be a member of a particular group. The second term “competence” is a feeling that enables a person to be effective in interactions with social and physical environments. Finally, “autonomy” in this motivational model refers to the act of one’s self-determination and self-awareness. In a classroom with an interactive environment, teachers and peers fulfill each other’s needs socially and academically through these terms: (1) relatedness (2) competence and (3) autonomy. It is also empirically proved that when students’ needs are fulfilled, their engagement level increases (Deci and Ryan, 2000; Skinner, Furrer, Marchand, and Kindermann, 2008). In addition, this model supports the view that a great amount of learning can be enhanced through the peer teaching process in the classroom. So, we can tell that the essence of peer interaction promotes the quality of learning.



*Figure 1.1* The self-system model of motivational development (Skinner, 1995;Deci and Ryan, 2000)

Following the term interaction, collective scaffolding is another key term to describe the action-taking place within the classroom. Collective scaffolding was mentioned by Donato (1994), which addresses to a form of peer interaction and teaching that is shared across the learners during an interactive activity.

This distribution of assistance among learners affects their academic motivation, contribution level due to the opportunities it creates for learning (Watanabe and Swain, 2007; Watanabe, 2008). Therefore, teaching students to share and create interactions between their learning phases eventually leads to many advantages.

## 1.2. Statement of the Problem

For decades, writing has been the only fostering tool for teaching grammar and vocabulary. But recently many trainers and methodologists have proved its importance as one of the language skills, which deserves attention (Harmer, 2004). Harmer claims that: “being able to write is a vital skill for ‘speakers’ of a foreign language as much as for everyone using their own first language” (p.3-4). However, writing is still seen as the most difficult skill that is taught and practiced in language classes.

There are several reasons that make it challenging for learners. Perhaps, the most important one is the fact that students have difficulty with writing coherently, concisely, creatively, and in an organized way in their L1 as well as in L2. The problem in terms of writing can be

briefly understood from the example that I provided below. This short anecdote will shed light on the problem considering writing in a language classroom.

A large group of children sat on the circular rug in front of their second-grade teacher, Mrs. Cottrell. With bright eyes and gleaming smiles, the students attentively listened and eagerly responded to the interesting story, which she was reading. After the story was shared, Mrs. Cottrell said, “now, go back to your seats and get out your pencils. It is time for writing.” While the students meandered back to their seats, questions surfaced, “do we have to write? What do we have to write about this time? How long does it have to be?” Mrs. Cottrell was puzzled by how her second-grade students had been so tremendously enthralled and engaged while she was just reading; yet, how quickly their enthusiasm waned when they were asked to write (Paquette, 2007, p.155).

Based on such kind of problems, there were conceptual shifts towards the process, student-centered orientation to writing pedagogy. However, there are still many ineffective practices around the world and specifically in our local context, which considers writing as a finished product and assign a central role to teachers on the feedback process. Even though, it is a problem within the present study, this will present various ways to improve learners’ writing performances, since the process approach offers us a better understanding of the writing process and opportunities to improve students’ writing performance and social relationships among learners.

Moreover, when we take a glance of the participants within the studies on peer interaction, the majority is either high school, university or adult learners’ (Storch, 2001a; Watanabe and Swain, 2007; Storch, 2008), only a few studies are found that investigated young learners’ interactions (Philp, Oliver and Mackey; 2006; Qin, 2008). Taking this knowledge as the basis of this study leads us to investigate peer interactions among middle school EFL learners writing samples and processes. The interaction between peer and the teacher has an impact on the development of academic achievement and motivation. That’s why; my focus is on the integration of interactional patterns during the writing processes in an EFL classroom setting.

### **1.3. Purpose of the Study**

Drawing from a sociocultural framework, the study intends to investigate the perceptions of learners' and implications of peer teaching and process approach on middle school EFL learners writing and motivation. The purpose of this study emerged due to the ineffective practices used in teaching writing such as the lack of audience, the lack of purpose in writing and decontextualized writing tasks. This ineffectiveness leads this study to minimize the isolated nature of writing in an EFL classroom, taking into account the benefits of peer teaching and process approach. The main purpose is to integrate peer-teaching practices with writing. The study aims to investigate the implications of this integration on middle school learners overall writing performance and eventually their motivation.

### **1.4. Research Questions**

This study aims at investigating whether peer teaching will be effective on learners writing performances and motivation. The following questions were posed to guide this study:

1. What are the perceptions of middle school EFL learners' on peer teaching and process oriented writing?
2. What are the learners' perceptions of peer teaching and process oriented tasks?
3. What are the views of the learners on the role of peer teaching related to their writing motivation?

### **1.5. Significance of the Study**

The significance of creating student-centered group of apprentice writers is a growing worldwide trend in different contexts. Throughout the literature, there have been studies on peer interaction focusing on the language learners within the "inner circle", which is mainly in the English medium classrooms in English speaking countries (Kachru, 1985). However, there has been a lack of exploration within the "outer circle" of English-speaking countries. Therefore, this investigation makes a contribution to the literature by investigating peer teaching between EFL learners and exploring the effects of this interaction when engaged in the foreign language writing tasks. The investigation of interaction between EFL learners is

rare (McDonough, 2004; Philp and Tognini, 2009; Philp, Walter and Basturkmen, 2010; Davin and (Antón and DiCamilla, 1999; Ohta, 2001; Foster and Ohta, 2005; Gagné and Parks, 2013; Shehadeh, 2011; Mahmoud, 2012; Davin and Donato, 2013). There were also studies focusing on the assistance among learners with different proficiencies (Watanabe and Swain, 2007; Storch and Aldosari, 2013). Based on this body of research, the studies conducted on peer teaching mainly investigated the effects and processes on adolescent and adult learners (Storch, 2001a; Watanabe and Swain, 2007; Storch, 2008). A few important studies exists that investigated young and middle school learners (Philp, Oliver and Mackey; 2006; Qin, 2008; Çakır and Kayadelen, 2017 ).

## **1.6. Assumptions and Limitations of the Study**

### **1.6.1. Assumptions of the Study**

- The attitudes of the participants towards pair-work activities are assumed to be positive.
- It is assumed that participants have motivation towards the writing tasks.
- It is assumed that participants have sincere interest towards the research.

### **1.6.2. Limitations of the Study**

This study was carried out in a Private Middle-School with the aim of exploring peer teaching and its effects on writing. The outcomes of the study were expected to reflect insights into the field of peer-interaction. However, there were inevitable limitations. These limitations unable the results to generalize for other contexts. The present study was context-biased due to its participants and context. Therefore, results and sections cannot be generalized to a wider population. Thus, the study was limited to one semester of implementation process for peer teaching and process approach. It would be better if the study continued at least two semesters for the implementation. Although the researcher followed a mixed method design, experimental design could be followed in order to identify the consistent and contradictory patterns of the participant groups pre-test and post-test results.

## CHAPTER II: LITERATURE REVIEW

### 2.1. Approaches to Teaching Writing

Teaching writing is one of the most important skills while teaching a language. Being able to express oneself through writing is necessary as much as speaking. Writing is viewed as a very complex process, which not only challenges learners but also the teachers. Considering the problems observed in L1 writing, it is obviously accepted that writing ESL/EFL classrooms is a long journey that requires effort and time. Therefore, it is essential to mention approaches to teaching writing that were created throughout this journey. In the course of time, the approaches and importance attributed to writing varied. At first, it was considered and approved as a tool to enhance grammatical structures of the target language, and at other times, it was regarded as a separate skill that had to be developed by learners. In the literature of writing, there are several approaches mentioned and followed. The table below summarizes the main approaches to writing instruction.

Approach	Central Focus	Goals
The Controlled Composition Model (Controlled-to-Free Approach, The Free Writing Approach)	Language form in text	Grammatical accuracy Vocabulary building Second language proficiency
Current Traditional Rhetoric (Paragraph Pattern Approach, Grammar/Syntax/Organization Approach)	Language use in text	Paragraph and text organization patterns Proficient use of words and sentences Classification of the discourse into description, narration etc...
Genre Approach (Social Approach/Communicative Approach)	Text and context	Control of rhetorical structure of specific text types
Process Approach	Writer and stages of writing process	Control of techniques

*Figure 2.1* Summary of the approaches to writing instruction (Hyland, 2003)

There have been many L2 writing approaches over the last decades. All of them intend to improve learners' writing proficiencies. Throughout the years between 1970s and 1980s, process approach was accepted as a tool to improve students' language skills through several

stages such as pre-writing (generating ideas, brainstorming, planning, and organizing) , writing, drafting, editing, evaluating and publishing (Badger and White, 2000; Muncie, 2002). However, in this section I would like to mention three main approaches that effected the writing instruction in general. These approaches are mainly known as Product Approach, Process Approach and Genre Approach.

### **2.1.1. General View of Product Approach**

Based on the traditional theories and structural linguistics, traditional product approaches emerged in 1960's (Silva, 1990). This approach put emphasis on accuracy of the final product including correct usage of language. It was stated by Zamel (1976) that in product approach, writing was approved as the “synonymous of skill in language usage and structure” (p. 29). Writing as a skill was treated and approached as a habit formation, which required practice following the given accurate models. It was recognized as a way to reinforce learner's grammatical knowledge (Hyland, 2003). Product techniques were mainly controlled writing or guided writing in which learners imitated the model texts to achieve high accuracy. The role of teachers was to set up the topics and the due time and finally evaluate the product. The phase of writing didn't require any interaction or collaboration with the teacher or peers. The writings consisted of one draft, in which the ideas and the content were ignored (Grabe and Kaplan, 1996).

The difference between the product based and process based approaches can be understood through four questions: 1) what skills are involved within the practices? 2) Which activities are used? 3) What kind of feedback is preferred? And 4) what kind of evaluation is given?

Hedge (1988) showed eight main component skills that writers need while following the product approach:

- 1) Accurate grammar
- 2) Diversity of vocabulary
- 3) Meaningful punctuation
- 4) Accurate layout
- 5) Accurate spelling
- 6) Accuracy and diversity of sentence structures

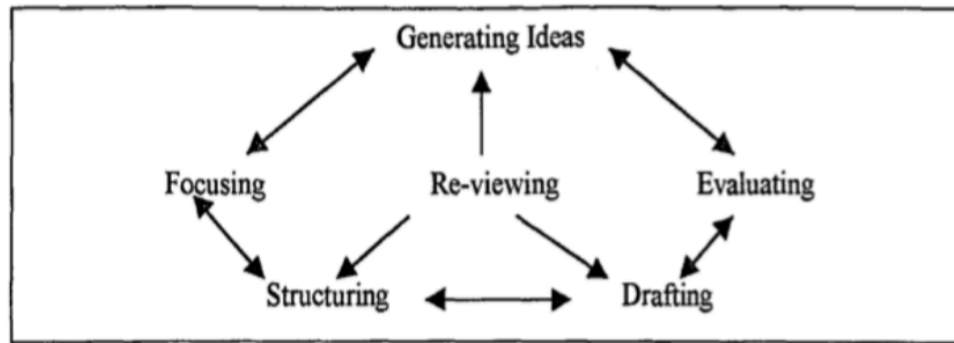


- 7) Connecting ideas in order to develop a topic
- 8) Clear/accurate organization

As mentioned before, the traditional approach or product approach focuses on correct grammar, spelling and usage of the language. Therefore, the evaluation of the product and the feedback focuses on form (e.g. grammar and mechanics). However, there were studies that highlighted the advantages of this traditional approach as well. Fathman and Whalley's research (1990) shows that grammar accuracy is promoted when the feedback focuses on form. The study reveals that this approach enhances students' awareness in terms of grammatical structures. Even though there were pros and cons of this early traditional approach, there is still a need in the shift of teaching approaches to writing. Therefore, the approach towards writing changed from being student's writing to student writers, which was mainly known as the process-oriented approach (Hedge, 1988).

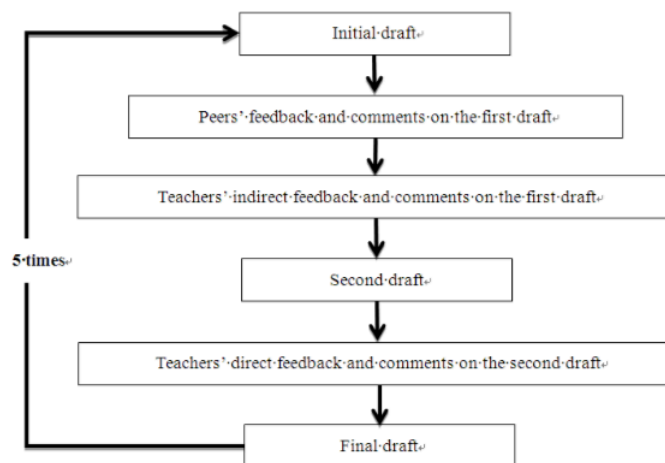
### **2.1.2. General View of Process Approach**

The process-oriented approach mainly focuses on the process of writing, where the writer engages and constructs meaning. Thus, writing is a "process through which meaning is created" (Zamel, 1982, p.195). It can also be defined as the steps of thinking, generating ideas and evaluating which does not exist in the traditional 'product' approach (Hyland, 2002). The main aim beyond this teaching approach is the understanding of dividing the writing period into stages in order to diagnose and analyze many of the obstacles experienced by the writer and the instructor. This approach concludes through many stages such as pre-writing, writing, and post-writing. Once the writer writes the first draft, it is re-written by the help of a peer or teacher. Eventually, the proofreading can be done if the writer decides on publishing or presenting the written work (Murray, 1972).



*Figure 2.2* Diagram of Process Writing (White and Arndt, 1991)

This figure reflects that cognitive processes involved in the writing process are not linear. However, writing can be defined linear to some extent even though it has a complex structure. Many of the writers or learners within the writing phase often do not know how to start the writing process briefly due to the ineffective pedagogies implemented. Besides the starting point of the process, students are expected to move back and forth several times in terms of revising and evaluating their language and content until they are satisfied with their final work. This diagram of cyclical process guides the writer where they can review the content, organization and their language. Within this cyclical process, getting peer and teacher feedback can also be demonstrated through a cycle (see Figure 3).



*Figure 2.3* Five-Writing Cycles (Tai, 2016)

Taking these ideas as the theoretical background of this approach, a survey was conducted upon 160,000 American students in 1998 by the National Assessment of Educational Performance (NAEP), mainly known as the largest national representative of assessment in U.S. The survey concluded by supporting the process approach, in which students had teacher-student or peer discussion and were exposed to the writing process: planning, defining, using realia, and composing several drafts. These students scored higher than those students who were not exposed to the approach (Pritchard and Honeycutt, 2005). Consequently, the high writing scores were interpreted as a result of the approach followed (Greenwald et al., 1999). Following the same inquiry, several studies were conducted on the nature of writing processes. The finding of the studies was that writing is a cyclical process (Flower and Hayes, 1981; Raimes, 1983; Hedge, 1988; White and Arndt, 1991) and three stages were highlighted among writers shifts; prewriting, writing and revising” (Grabe and Kaplan, 1996, p. 19).

To conclude this section, as it is restated process writing is a recursive activity where the skill can be improved if the notion of writing moves from “writer-based texts” to “reader-based texts” (Furneux, 2000). Therefore, this approach enables learners to interact in different stages of writing as they go through planning, drafting and revising stages.

### **2.1.3. General View of Genre Approach**

In the late 1980s the notion and theoretical underpinnings of writing instruction “shifted to a genre approach that considers writing as a purposeful act and focuses on the analysis of the contextual situation in which writing takes place” (Ahn, 2012, p.3) (Atkinson, 2003; Johns, 2003; Hyland, 2007; Swami, 2008; Cheng, 2008). Byram (2004) defined genre as “a frame-work for language instruction” based on examples of a particular genre. The specific context of genre writing supports learners with systematic guiding principles, which helps them to produce meaningful passages. The term ‘genre’ was associated with variety of language usage in different occasions and consequences. Examples of genre include prayers, songs, novels, business letters, academic writing texts, lectures, commentaries and many more.

Throughout the development of genre approach, process approach was highly criticized because of the limitations that left students to explore and experiment the recurring text structures on their own. Following this criticism, Paltridge (1996) mentioned that implementations on writing remains abstract if the teachers do not bring the forms and patterns

to learners' conscious awareness. Another reason for these criticisms were that the recursive nature of process oriented writing could not provide and lead students to construct different genres of writing. Throughout the comparisons and analysis of these two approaches, genre theorists pointed out many beneficial aspects. For instance, while writing within the framework of genre approach, students are able to make sense of wider contexts and create awareness that writing can be utilized as a tool that can be used and controlled. Genre approach is claimed to promote self-awareness and content awareness in terms of organizing their writing within texts with different purposes. Therefore, it was pointed out that implementing genre approach in teaching writing eventually enables students to gain a meta-linguistic awareness in the target language. Last but not least, Swami (2008) stated that this approach promotes self-confidence to deal with real world writing purposes and their attitudes toward language learning. Therefore, it can be stated that genre approach is an organizing tool for the development of foreign language.

## **2.2. Theoretical Framework**

In this section, theoretical foundations of the study will be presented. The sections will begin by giving a brief review of the relevant literature on the terms related to interaction that effects second language learning and development from both the cognitive perspective and sociocultural perspective, including their limitations as well. The aim of the study is to investigate the learner perceptions and implications of peer interaction on writing; therefore, it will address the concepts of peer assistance, mediation and scaffolding within the zone of proximal development (ZPD). Finally, the section will conclude by giving a concise analysis of the relevant studies on peer teaching and its implications on writing.

### **2.2.1. Interaction and Cognitive Approach**

In the field of foreign language teaching, the term interaction has played a major role and has been extensively investigated from a cognitive and sociocultural perspective. Within the field of language teaching, interaction occurs at both intrapersonal and interpersonal level (Havranek, 2002). However, the focus of the study will be on interpersonal level, where learners will interact both with their peers and teachers. The term "interaction" was defined as "the use of language for communicative purposes, with a primary focus on meaning rather than accuracy" (Philp and Tognini, 2008, p.246). Many of the studies on L2 and FL tended to

focus on collaborative work among peers. The studies investigated the linguistic interactions between the learners, which are called as “negotiation of meaning” (Long, 1983) in consideration of the elements effecting these negotiations. Within those interactional studies, the interactions that were observed and analyzed by the researchers ignored the case that face-to-face interaction not only creates a negotiation between the learners and the topic, but also between their relationships (Banbrook, 1999). Therefore, pedagogical practices are expected to integrate interactional patterns in different levels of teaching and learning (Philp and Tognini, 2009). Within Philp and Tognini’s (2009) review on interaction within the foreign language contexts, learner’s interactions varied according several instructional purposes of teaching and learning. They emphasize different aspects of learner-learner (L-L) interaction, which can be summed up in three main statements: (1) “interaction that supports the exchange of information mainly the language; (2) interaction used for practice purposes in terms of formulaic language; and (3) collaborative dialogue focusing on the form” (p.254).

Besides the common notion of interaction, cognitive perspective asserts that cognitive processes are activated through interaction. As reported by Piaget, “the process of intellectual and cognitive development resembles a biological act, which requires adaptation to environmental demands” (Gillani 2003, p.49). Within the studies Piaget conducted on children, he disagreed with the notion that children did not receive the environmental stimuli indirectly, but argued that they intently sought and understood it through exploration (Piaget, 1976). His studies emphasized the learning stages and the changes in their cognitive mechanism in terms of equilibrium. This internal process of change is done through the reconstruction of schemata in terms of assimilation and accommodation. Assimilation is “a process in which integration of new information is combined with the existing knowledge, whereas accommodation is a process of modification in existing knowledge as a response to a new situation” (Yilmaz, 2011, p.206).

Subsequently, this approach revealed an understanding that those negotiations of meaning, basically the social and cognitive interaction between peers, promote second language acquisition. The interaction also highlights the term input being more comprehensible (Krashen, 1985) by the help of negotiations. The cognitive approach also claims that learners benefit when the input is modified by the assistance of the interaction, which is called as tailor-made comprehensible input. As a result, interaction does not promote

comprehensible input alone, but also creates opportunities for output as well. In a study conducted by Mackey and Goo (2007), benefits of negotiation lead students to produce more coherent, accurate and appropriate output. Following the production, fluency may also increase and develop naturally (Swain, 2005). The act of noticing is also promoted due to peer interaction. Noticing assists learners to develop awareness in terms of constructing meaning and language form connections (van Patten, 2004). Creating awareness on language forms helps learners to notice their gaps in terms of accurate and inaccurate language elements. (Schmidt, 1990). In this developmental phase students reconstruct and clarify their second language knowledge in terms of comprehension and production (Gass, 2003). Therefore, challenges encountered in comprehension and production highlights the importance of feedback between student teacher and peers taking into account the limited L2 input in terms of exposure and practice in EFL classrooms (Ellis, 2007; Philp and Tognini, 2009).

### **2.2.2. Limitations of the Cognitive Approach**

Taking into consideration different contexts and individuals, every approach has got some limitations. Therefore, cognitive approach has several limitations as well. The theoretical foundations of cognitive approach support the view that learning occurs through acquiring linguistic elements. This notion reminds the positivist ontology and its methodology, which is mainly quantitative. The body of research on cognitivist perspective highlighted “individual cognition, cognitive processing and information processing, while investigating individuals and their abilities through numbers” (Kos, 2013, p.32). This kind of studies mainly set sight on “predictions of the effect of a particular treatment under certain conditions and aimed at discovering systematically occurring relations and the testing of a hypothesis” (Kos, 2013, p.32). Therefore, the effects of a single controlled variable on another have been investigated using pre-test/post-test experimental design with the aim of reaching generalizable results for a wider population. At the end of these studies, the results focused mainly on the outcomes of learning rather than revealing the complex and dynamic nature of individuals and the processes they go through while learning (Lantolf, 2000). Cognitive perspective does not take into consideration learners’ social experiences during the processes of language learning and acquisition, therefore this can be presented as another limitation of this approach (Lantolf, 2000). Throughout Storch’s (2002) research, cognitive approach was criticized for ignoring

the impact of pair/group work on language production as students “negotiate not only the topic but also their relationship” (p.120).

The review of the literature on the cognitive perspective has “aligned itself epistemologically more with the natural sciences, and neglected the fundamental epistemological difference between the natural and social sciences, namely that social science research involves people as subjects and objects of research” (Thorne, 2005). These principles of cognitive perspective are serious limitations while discussing the nature of interaction and its effects, because we it is confirmed that social interaction lead to effective learning and production (Roebuck, 2000).

### **2.2.3. Interaction and Sociocultural Theory**

Within the framework of cognitive approach, Piaget investigated and explained learning through the terms contradiction and equilibration. In contrast to this, Vygotsky (1986) described learning via dialogue. Following the differences between these two investigations, Piaget discovered a developmental scheme in which we can predict a child’s cognitive stages, while Vygotsky investigated the “categorical perception, logical memory, conceptual thinking, and self-regulated attention” (Gredler, 1997, p.269). Considering the contradictory patterns, Piaget asserted a claim that a child’s learning and developmental stage must be different, whereas Vygotsky’s position claimed that development and learning should be in hand in hand socially. Within Vygotsky’s socio-cognitive model of learning, cognition is highly effected by the role of culture and environment in terms of their interactive nature. The studies indicated how social interaction and language develop the cognition and learning as a union. Further on, the combination of formal abstraction and logically defined concepts can be understood through these lines of Vygotsky himself:

Historical concepts can begin to develop only when the child’s everyday concept of the past is sufficiently differentiated when his own life and the life of those around him can be fitted into the elementary generalization in the past and now (Vygotsky, 1986, p.194).

Interaction in second language learning is a necessary tool while working in the ZPD of a learner. Interaction can play several roles within the socio-cultural theory (SCT) of second language development. Interaction is known to mediate collaborative problem solving, because it is claimed that these activities enhance noticing skills. Being able to address and notice the difficulties, lead students to compose and analyze unfamiliar language structures.

Interaction also recalls “private speech”, which promotes improvement “as private speech enables learners to organize, rehearse and gain control over new language forms and over new verbal behavior” (Ellis, 2003, p.197-198). Therefore, socio-cultural theory views interaction as a learning phase that promotes learners to create face-to-face interactions with their peers and context. (Apple and Lantolf, 1994). Throughout the decades, the impact of interaction was both supported and criticized. Specifically, the two terms input and output.

The dictionary of language teaching and applied linguistics (2002) defined the terms input as “the language a learner hears or receives and from which he or she can learn” (p. 261). Yet, this term induces several processes that promote language learning. The understandings of the function of this term was presented by Krashen and Terrell (1983) within these words: “we acquire (not learn) language by understanding input that is a little beyond our current level of acquired competence” (p. 32). The theory is respected around the world, because it is considered as the underpinnings of language learning processes. However, the definitions and function of input is challenged and also enriched by some researchers such as Mackey (1999) and Gass (2002). Throughout the research on second language acquisition, some other concepts emerged such as the “notion of modified speech” (Krashen, 1985). This was seen as an alternative that helped learners to comprehend through what is known as the social interaction. According to Krashen’s theory, the modified speech is what we acquire by the comprehensible input. However, in many studies, Mackey (1999) and Gass (2002) carried the importance of interaction and meaning negotiation a step forward as it is considered in Krashen’s theory as a contribution to the learning process. Following these investigations, Mackey’s (1999) study can be considered as a support to the interactionist hypothesis, which highlights the connection of conversational interaction and second language acquisition. Mackey investigated to which extent conversational interactions and engagement effect the outcomes of learner development. The studies undertaken by Mackey, aimed to confirm the assumptions related to conversational interaction and language development. Furthermore, her investigations influenced the major authors such as Ellis, Swain, Gass, Varonis, and Long, that play an essential role in the theoretical underpinnings of the concept of interaction. Although Mackey’s (1999) investigations focused on proving the relationship between interaction and second language acquisition, she proposed different findings as well.

Based on Mackey’s study (1999), “the more you interact the more successful your



second language development is” (p.560). In terms of the theoretical background Krashen (1985) has proposed about the silent period and the importance of getting all the extensive input, these claims resonate what Mackey mentions on the interactional nature of learning. The second term, output is a “complement provided by the input represented by what the learner produces” (Dictionary of Language teaching and Applied linguistics, 2002). Throughout her studies, she treated the term output more than a simple language production. Her intention was to create awareness among learners in terms of their interlanguage stages and limitations of Krashen’s (1985) comprehensible input hypothesis. Swain (2000) proposed a wider perspective towards the second language learning through interaction, which is the basis for language construction. She considers output as a “socially-constructed language-learning mediator” (Swain, 2002, p.105). Under these concepts and notions, interaction enables the target language use in terms of negotiating meaning, focusing on form, receiving and giving feedback. The use of target language, leads learners to process language more deeply in order to follow cognitive steps such as negotiation, monitoring and evaluating. Interaction can mediate language learning and acquisition; it also creates collaborative dialogue patterns between peers. Collaborative dialogue takes place as a facilitator in the process of bridging the gap between what is meant and what is actually said (the accurate form). In this case, input and output hypothesis promotes second language learning, however how does the learning occur when the large extent of peer interaction is formed and concluded through L1? Following this, according to Swain (2000), the negotiation of meaning and the process itself can be done through both L1 and L2 (interlanguage). Following the insights of such kind of studies, Posada (2006) carried out a study, which aimed mainly on the feedback phase and what kind of feedback is provided among peers. Posada’s (2006) findings indicated that a great importance was given to the grammar forms and accuracy between peers. So, the noticing stage became the grammar throughout the interaction process. However, it is important to highlight Larsen-Freeman’s (1991) view on the focus of grammar as she states grammar “is a tool to do something, rather than memorizing the language structure or its function rather than simply storing knowledge about the language or its use” (p.13).

#### **2.2.4. Interaction, Mediation and Peer Collaborative Dialogue**

The term mediation is associated with some of Vygotsky's claims and defined as the "human action typically employs mediational means such as tools and language and that these mediational means shape the action in essential ways" (Wertsch, 1991, p. 12). Lantolf and Thorne (2006) mentioned that learners develop awareness in terms of controlling their cognitive processes through mediational acts. It is further added that it is through mediational means "that the individual acts upon and is acted upon" (Daniels, 2015, p.36). That is to say, the act and the process of mediation leads learners to mutually shape each other (Daniels, 2015).

Vygotsky's work had many contributions to the field of interaction and socio-cultural ways of learning. He characterized terms such as ZPD and scaffolding that takes place in interpersonal interactions within learning environments, which will be discussed in the following sections. The second term he mentioned throughout his cultural psychology attempts was mediation, in which learning was seen dependent on social, cultural and institutional processes at many levels. The idea behind these contributions was that language use in interactions can be considered as a tool of mediation through production (speaking and writing). And this also helps learning to occur or to be mediated within the social interaction through higher forms of mental activities. It is also claimed that social interaction is a potential way to mediate learning between learners.

Besides Vygotsky's (1978) notions, mediation is highly associated with Feuerstein's (1980, 1991) mediated learning experience (MLE), which indicates the importance of the mediator or the agent who plays an important role in terms of modifying the stimuli and supporting the quality of those interactions. The mediating agents in such kind of interactions lead the interactions to guide the learners' to the target areas of the language, thus helps learners to acquire knowledge and language, build different patterns of interactions and improve awareness. This theory is considered similar to Vygotsky's (1978) notions of ZPD and scaffolding between a MK and a LK (expert/novice) as well.

Peer collaborative dialogue and researchers have studied how it mediates language learning and development. Swain (1998) discussed mediation in consideration with the process of collaborative constructivism and L2 development.

Several researchers conducted studies focusing on the peer conversations within

collaborative language related episodes (LRE, languaging, metatalk). These studies concluded that such episodes within the tasks encourage learners' second language development. While working as a pair or group learners attempt to solve linguistic problems, which help them to construct and analyze new linguistic forms. This process of joint-construction between learners improves their language knowledge and use (Swain, 2000). As it is mentioned, languaging is a term used for the process when language plays a role of mediating linguistic problems and its solutions. These problems are related to language usage such as vocabulary choice and accurate sentence structure. It was shown that languaging promotes learners to focus their attention, create hypothesis and create possible solutions. This learnable skill develops learners to communicate better within cooperative tasks because they objectively assess and describe the communication process. Therefore, learners create an awareness about asking questions based on the question 'how'.

Swain (2005) further defined the term as the steps of creating meaning through the usage of target language. Within several studies the potential benefits of languaging in peer interaction was presented (McDonough, 2004; Philp and Tognini, 2008). In particular, William (2001) conducted a study on languaging throughout the oral tasks in a classroom-based study. The study concluded that the main focus between learners was on lexical items. On the contrary, other studies making inquiries on language tasks such as text reconstruction reflected a high focus on grammatical LREs as well (Swain and Lapkin, 2002).

### **2.2.5. Constructivism, Social Constructivism and Zone of Proximal Development**

Although, Lev Vygotsky and Jean Piaget are recognized for constructivist theories during the mid-1970, the origins of constructivism extend back to Socrates's times. He claimed that questioning is key to communication, interpretation and construction of knowledge, and thus should be a common feature among teachers and students. The term constructivism is also known to derive from Piaget's constructivist views and Bruner's (1996) constructivist definition of discovery learning.

In education, constructivism is an approach claiming that learners are able to better comprehend the information that they have constructed. Based on constructivist theories, interaction and collaboration of peers' manifests learning as a social process. This learning process adopts student-centered classrooms. In the constructivist classroom, the focus and the central role shift from the teacher to the students. Therefore, the classroom does not remain to

be a place where the teacher shares knowledge and tries to teach students waiting to be taught. In this model, learners are supported to engage with and trace ones learning progress. In this type of classroom, the knowledge is dynamic rather than linear. Based on constructivist educational theory, recent educational reforms are seen with the aim of increasing fruitful learning settings (Buchberger, 2001; Palincsar and Herrenkohl, 2002; Gerjets and Hesse, 2005). Those innovations are made in order to create more engaged active learners in student-centered classrooms.

Kanselaar (2002) singled out the socio-constructivist perspective of constructivism. The cognitive constructivist perspective is known by the studies of developmental psychologist Jean Piaget. His theory mentioned two parts under the terms ages and stages, which explained children comprehension of the content based on the developmental cognitive ability age. Piaget (1977) claimed that learning is not a passive activity; contrarily it is a process of active construction of meanings. He further discussed that when learners confront a situation that challenges their state of equilibrium, a state of disequilibrium is created. At this stage, learners should change their thinking and recreate equilibrium. In order to accomplish this process, learners should make sense and internalize the new information by associating it with their prior knowledge, which Piaget called as 'assimilating'. However, learners can be unable to succeed at this stage as well. Therefore, they use 'accommodation' process in order to restructure their existing schemata to new cognitive abilities (Amineh and Asl, 2015).

Following the basis of constructivist perspective, Vygotsky (1986) contributed to the perspective of constructivism based on his learning theories Vygotsky's (1986) mentioned that the learning phase is influenced by interpersonal relationships, the society and setting. Vygostky's (1978) perspective towards social constructivism highlights that language and knowledge is initially formulated through social interaction and then attributed to the individual. The view of social constructivism highlights the importance of different perspectives of learners and their interaction, which is called the "collaborative elaboration" (Van Meter and Stevens, 2000, p.118). It is assumed that only through collaboration construction of meaning and comprehension are enabled.

Vygotsky's (1986) work had a critical disagreement with Piaget's claims and contributions. Piaget claimed that age and stage development promotes learning, while Vygotsky supported the opposite. In particular, Piaget asserted that child's egocentric speech

changes with maturity and it gets involved in to the social speech. However, Vygotsky claimed that the child's mind and thoughts are innately social and it actually shifts from communicative social to inner egocentrism. In addition, if we consider the development of thought following the development of speech, an understanding is claimed that thought develops from the society and individuals.

In order to clearly understand their perspectives, we can state that Piaget (1969) suggested that discovery learning is highly essential, yet Vygotsky (1978) argued that Piaget's claims focused mainly on the internal processes of learners. However, Vygotsky believes that cognitive development is a result of external factors and their functions such as culture, history, and social interaction. He insisted on the positive effects of interpersonal interactions rather than individual knowledge construction. Bailey and Pransky (2005) supported Vygostky's (1978) claims on the significant role of culture and society during the learning. They also emphasized that cognitive constructivism does not mainly considers the effect of culture on learning a language.

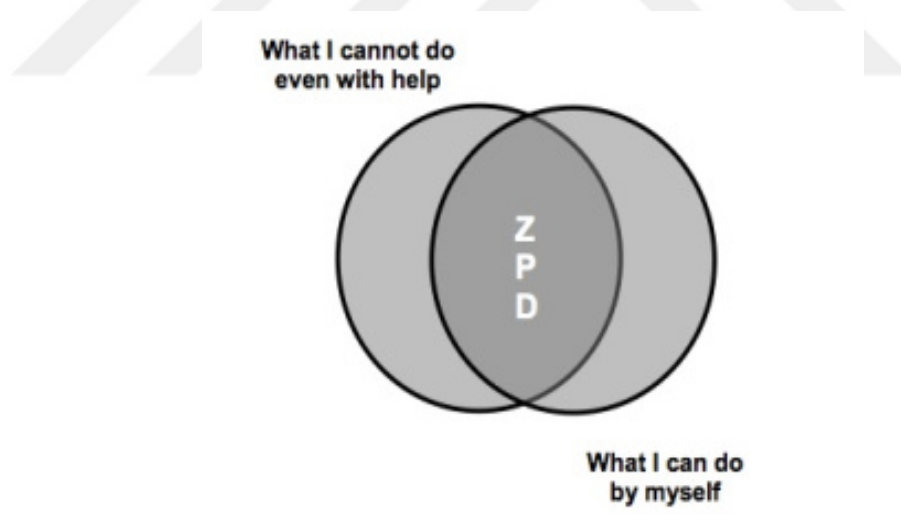
Further on, Vygotsky (1978) indicates the recursive nature of learning as shifting from the current state of mind to learner's potential level. This movement is meant to occur due to the social interaction within the ZPD. In contrast to Piaget's cognitive development theory, Vygotsky asserts that mental activity and development is a case of social experience, in which the cognitive process derives from the social interaction.

Within the framework of social constructivism, the interdependence between learners during the learning process is called the more knowledgeable other (MKO) and the ZPD by Vygotsky (1978). Vygotsky supports the learning state as a means of mediation within the ZPD.

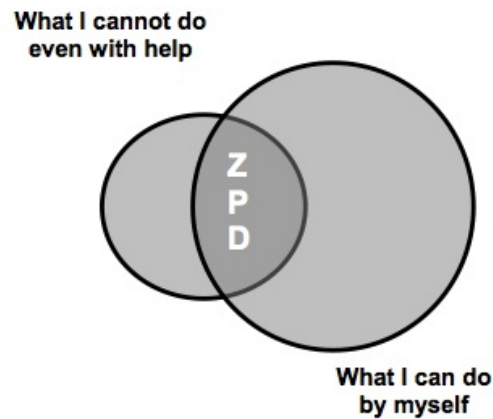
Within the nomenclature of Vygotsky's studies, the MKO is a person who is better and more knowledgeable to complete a language task. The concept of MKO is mainly considered as an instructor/teacher/coach; however, the MKO can be peers as well. This idea reflects the understanding how peer collaborative dialogue enhances L2 development. To clearly define the notion of ZPD, Vygotsky (1978) defined ZPD as:

"... the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86).

According to Vygotsky, learning and acquisition occurs in the ZPD through the interaction of learners and the MKO. Based on this general view of ZPD, Lantolf (2000) mentioned that it involves the interaction of expert and the novice, and the transmission of the knowledge to the novice through social interaction. The idea of ZPD is mainly considered as the flow of knowledge between only the ‘expert’ and the novice. Roosevelt (2008) reviews that the aim of Vygotskian educational perspective is to make sure learners stay within their own ZPDs by offering them encouraging and meaningful problem-solving tasks. By this means, learners feel a need to accomplish the task together with their peer or with a teacher or adult who is more competent. The main idea is to encourage learners complete a task jointly within the zone, and then expect students to accomplish similar tasks independently. This process is a way to integrate learners to higher-level tasks and new ZPDs. This process is illustrated in Figures below.



*Figure 2.4* The zone of proximal development (Campbell, 2008)



*Figure 2.5* The ZPD after teaching has occurred (Campbell, 2008)

Within the learning environment, various types of collaborative forms can be seen, rather than only the expert scaffolding the novice. Different types of collaborations will be discussed in the following parts. Similar to Donato (1998), Lantolf (2004) views ZPD as a collaborative activity among peers who mediate each other and jointly construct a learning environment. Lantolf and Poehner (2008) assert that ZPD occurs within the process of learning, so peers adjust each other's zone based on their needs. As Connery et.al (2010) singles out, the zone of proximal development is an active and socially created process or transformation rather than a zone and a space. According to their views, the activity of ZPD is determined simultaneously within the zone and the learning process. In addition, it implies an important notion of SCT in which learners are able to change and adapt the activity they are working in (Wertsch, 1991). To clear Wertsch's (1991) understanding, it can be further mentioned that learners create their environments as well as themselves within the activity they participate.

## **2.2.6. Research on Peer Teaching and its Implications on Writing**

### **2.2.6.1. Scaffolding in peer interaction.**

Socio-cultural theory of learning and the notion of zone of proximal development lead us to the concept of scaffolding. However, the first usage and the treatment of this metaphor appear in Wood, Bruner and Ross's study (1976). Those names used scaffolding as an

instrument, which aids understanding throughout the joint problem-solving activities. Wood (1976) defined scaffolding as a tool utilized by the child, novice or the adult, while solving a problem or achieving a goal. This process of adult assistance aims at “controlling those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence” (p. 90). Ohta (2000) also defined scaffolding “as a collaborative process, through which assistance is provided from person to person such that an interlocutor is enabled to do something she or he might not have been able to do otherwise” (p.52). In addition to this Ellis (2003) defined scaffolding as a “dialogic process in which one learner assists another by carrying out a task or function that he or she cannot carry out” (p.180).

As it is mentioned, the first definition of this term was presented by Wood et al. (1976) without referring to Vygotsky. This link between scaffolding and the notion of Vygotsky's ZPD was first singled out by Cazden (1979). Since Cazden's (1979) statement of this link, the original developers of this metaphor acknowledged the link between these two concepts as well. Within her paper, Cazden (1979) widened the metaphor by defining the interaction in a classroom between teacher-students rather than limiting it to adult-child interaction. She further on adds that, language games that support early language development can be considered similar to the usage of question-answer sequences in order to scaffold learners' mastery. Therefore, Vygotsky's notion of interaction within the ZPD provides a critical link in understanding these dynamics.

The main aim of scaffolding in education reflects the view of transferring task responsibility among learners' (Mercer and Fisher, 1993). Mercer and Fisher (1993) highlight the importance of interaction among teacher-student in the process of constructing knowledge.

Following the analysis of content and language development in the ZPD of learners, an important question is singled out: ‘What kind of assistance is offered during the collaborative dialogue?, and ‘Does peer collaborative dialogue enhance language development? The description of assistance and the process can be understood through scaffolding in peer interaction. The term scaffolding is more suitable to describe the M-A (mixed-age/grade) classrooms and collaborative dialogues, which refers to the process of a more knowledgeable learner helping the less knowledgeable learner throughout a language task. However, the act of scaffolding can be seen within a single-grade classroom as well, where the learners are



within the same age average but with slightly different proficiencies.

In a review of literature on scaffolding, van de Pol, Volman and Beishuizen (2010) suggested from sixty-six studies on scaffolding, three key features were found. First contingency; which can be referred as responsiveness or adjusted support. Second, fading which is the decrease of the scaffolding provided. Third is the transfer of responsibility, which indicates the transfer of the “performance of a task to another learner” (p.275). Moreover, based on Wood, Bruner, and Ross’s (1976) reviews, the assistance also provides learners with interest towards the task, it simplifies the task, creates a comparison between the production and the ideal solution, it helps learners to control their anxiety during problem solving tasks, and it demonstrates the correct form of the act. All of these suggest that it is through scaffolding that an expert can help a novice in different collaborative forms in a task.

There are some critical points that are worthy of notice. For instance, Aljaafreh and Lantolf (1994) singled out that the amount and quality of assistance was highly important. Following this point, Ohta (2000) asserted that, if too much scaffolding is provided within an easy task, then a development couldn’t be seen. Partners’ readiness for help should be observed as well. Ohta (2000) conducted a study on two university learners completing an oral task. Within the study, a high proficiency learner (HP) assisted a low proficiency learner (LP). She observed an improvement on the LP learner; however the LP learners provided support to HP learners as well. The study indicates that learners with different proficiency levels are able to get and provide assistance within the tasks. Therefore, a huge amount of collaboration was noticed within the process. Similar to the findings Ohta (2001) observed within her study, Donato (1998) investigated scaffolding in peer group and his findings resonate with Ohta’s findings. His study revealed that, each learner of the dyad had incompetence in producing grammatically correct sentences. However, each member contributed and assisted the others and the task by his/her present knowledge. Eventually, this contribution promoted the process and enhanced learning. Another similar investigation by Swain et al. (2002) give countenance to Ohta’s and Donato’s conclusions, and reported that learners are able to support each other’s learning within the ZPD. The peers in the study supported their learning through techniques such as questioning, disagreeing and repeating.

### 2.2.6.2. Peer assistance.

It is highly discussed that scaffolding cannot interpret and describe the ideal collaboration and approval provided between learners. Therefore, the term assistance was proposed as a term to convey the interaction between middle school learners. Assistance was defined as a way to improve second language (Foster and Ohta, 2005). Assistance is provided during the LREs in order to create discourse. There are varieties of ways peers provide and receive assistance from each other. They can directly ask for assistance, they can offer continuing utterances where partners encounter difficulty or they can propose and receive adjustments (Foster and Ohta, 2005; Gagné and Parks, 2013).

Peer assistance in a classroom occurs when the teacher identifies children who need support on specific language skills and match a student with the most suitable student while working on a task. The teacher is expected to regularly rearrange the pairs throughout a period of time (Tiwari, 2014). Based on a study Rohrbeck et al. (2003) conducted, a great effect of peer assistance was seen specifically on the low-income minority students from suburban areas. Within the process of assistance, peers provide each other help in terms of noticing, feedback and trials of language use (Philp et al, 2014). In addition, peers draw attention to linguistic structures of the language such as vocabulary, grammar, spelling and pronunciation (Foster and Ohta 2005). Studies have shown various ways of assistance provided in the classroom. These assistances are confirmation checks, clarification checks, repetitions and other clarifications (DiCamilla and Antón, 1997; Foster and Ohta, 2005; Ohta, 2001, 2005). Ohta (2001) examined the assistance between Japanese adult learners, and find out that they were assisting each other by providing corrections and by suggesting solutions to the utterances that were difficult for their partner. Especially, in Ohta's study (2001) learners integrated the assistance and created a discourse, which is known as the assisted performance. Assisted performance is claimed to be a vital action for individual production (Ohta, 2001).

A feature that is highly discussed and not to be ignored among studies; is the usage of L1 between peers during the peer assistance. Several studies focused on the usage of L1 and accepted the important function of L1 as a mediational tool in peer collaborative dialogue (Villamil and De Guerrero, 1996; Swain and Lapkin, 1998, 2001; Storch, 2001b; Alegría de la Colina and García Mayo, 2009; Storch and Aldosari, 2010).

Following the discussion on peer assistance, an important investigation on peer

assistance was presented in Foster and Ohta's (2005) study. They investigated peer assistance from two major perspectives; sociocultural and interactionist. The study revealed that learners do not use negotiations of meanings, which is assumed to occur within communication breakdowns. Rather than that, they provide assistance such as co-constructions, corrections and repetitions. Repetitions are highly observed between peers during the assistance and it's the most common feature in the peer assistance studies (DiCamilla and Antón, 1997; Ohta, 2005; Davin and Donato, 2013). As an example, DiCamilla and Antón (1997) investigated adult Spanish learners peer collaborative dialogue and found that through repetitions learners provided each other mediation. These repetitions are claimed to mediate several cognitive activities such as thinking, hypothesizing and evaluating (DiCamilla and Antón, 1997). It has presented the benefit of repetitions as a help of generating more language. In particular, Ohta (2005) found several reasons of using repetitions, which are 1) learners repeat utterances to confirm their understanding, 2) they use repetitions to signal an error and 3) encourage the peer to continue (Davin and Donato, 2013). For example, repeating with a rising intonation provides an opportunity and space to expand learners' utterances (Foster and Ohta, 2005). Such kind of repetitions creates an invitation for more speaking rather than a breakdown within the interaction, which is also called as the continuer. They used the term continuer in terms of expressing an interest in the speakers saying and to encourage the speaker to continue.

Besides repetitions, suggestions are another important feature of peer assistance. They are considered as tools that mediate mental activities in a social context (McCormic and Donato, 2000). Suggestions help learners to invite partner's participation, create an interest and attract attention within the ongoing task (Antón and DiCamilla, 1998; Storch, 2001a). In addition, all of these features within the peer conversation are believed to promote learning through peer elaborations. (Allwright, 1984). It is believed that learners comprehend easier when they reflect on the learning phase and create discussions with their partners/peers. Peers are can learn from one another more deeply through conversational interaction (Brown and Palinscar, 1989; Webb and Mastergeorge, 2003). Webb and Mastergeorge (2003) explained that students learn from each other and they share knowledge, which helps them to build on each other's ideas. They recognize different strategies and internalize several problem-solving processes during the pair work. Researchers investigated the nature of peer assistance in the

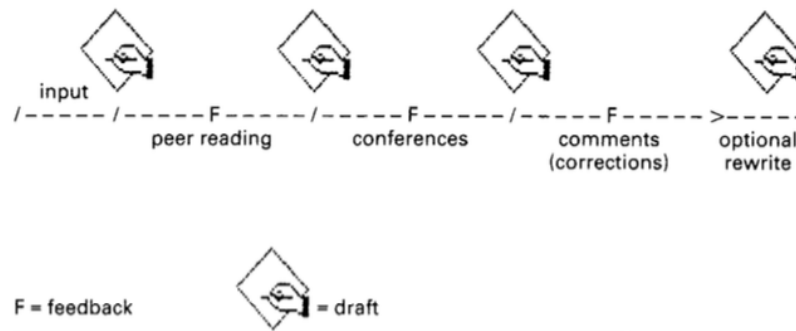
classroom, thus the connection of helping behavior and outcomes (Topping, 2005; Topping et al., 2011). Helping behaviors between learners refer to utterances that ask explanations and give explanations (Webb and Mastergoerge, 2003b). In terms of the tasks completed through peer interactions, trials and errors can be seen where learners use different learning strategies to achieve their goal. However, the quality of peer assistance varies according to the peer helper. In order to make the helping behavior beneficial, the peer helper should give elaborated, accurate assistance on time (Webb and Mastergoerge, 2003a).

Some researchers argued that the relationship between social factors and peer interactions were not investigated thoroughly. In particular, Aston (1993) described how peer assistance mediates relationship-building discourse and provide opportunities for co-construction of knowledge. There are several previous studies, which explored the relationship between peer interaction and learning as well (Martin- Beltrán et al. 2014).

To sum up, a body of literature on peer assistance refers to its forms during the interaction. The most common forms are reported to be repetitions, explanations, suggestions, corrections, clarification and correction checks. It is also found that in foreign language contexts, the use of L1 is widely utilized in terms of assistance as well. However, the majority of the studies focus on high school or adult learners peer assistance forms. That's why, still there is a niche in the studies that focus on primary and middle school learners.

### **2.2.6.3. Providing feedback to written texts.**

Feedback is a fundamental element that promotes L2 development and motivation. Feedback is considered to be providing input for the means of revision. A reader or a writer provides this input. Flower (1979) defined feedback as “the comments, questions, and suggestions of a reader to enhance reader-based prose” (p.64). Especially in process-based and learner-centered classrooms, it has been a guide between the stages of writing in order to achieve the potential capability of language usage. Throughout the literature, several aspects of feedback have been mentioned in terms of revision. These are: teachers’ feedback and teachers comments and teacher/peer conferences. Additionally, evaluation/error correction is also considered as feedback in different situations as well. In the figure below, the implementation of the process to the final product is illustrated clearly.



*Figure 2.6* Implementation of feedback

Input in the Figure 2.6 indicates the help of feedback in terms of generation of ideas. Feedback in terms of support is provided through pre-writing strategies (brainstorming and interviewing), which are specifically helpful for the development of vocabulary. Readings for modeling in writing may also be included. Furthermore, learners also receive input for their first draft, which creates awareness that D1 (first draft) is a not sacred process but a starting point to organize their actual work.

Following the research over the past twenty years, developments made from research studies and innovations in approaches to teaching writing, changed feedback practices into a higher level such as the combination of teacher and peer written, oral and online feedback. Product oriented feedback (summative) sifted to formative feedback focusing on the development within the writing process. Hattie and Timperley (2007) discussed the main purpose of feedback and stated that it was “to reduce the misunderstandings between current knowledge, the performance and the goal” (p.86). Their previous study and synthesis shows that an effective feedback should provide reinforcement through visual and online aids in order to achieve objectives. Questioning feedback and its role in language classrooms, Price, et al. (2010) identified several purposes of feedback that are: “correction, reinforcement, forensic diagnosis, benchmarking and longitudinal development” (p.278). The researchers mentioned above consider these roles as a ‘nested hierarchy’, which builds upon each other.

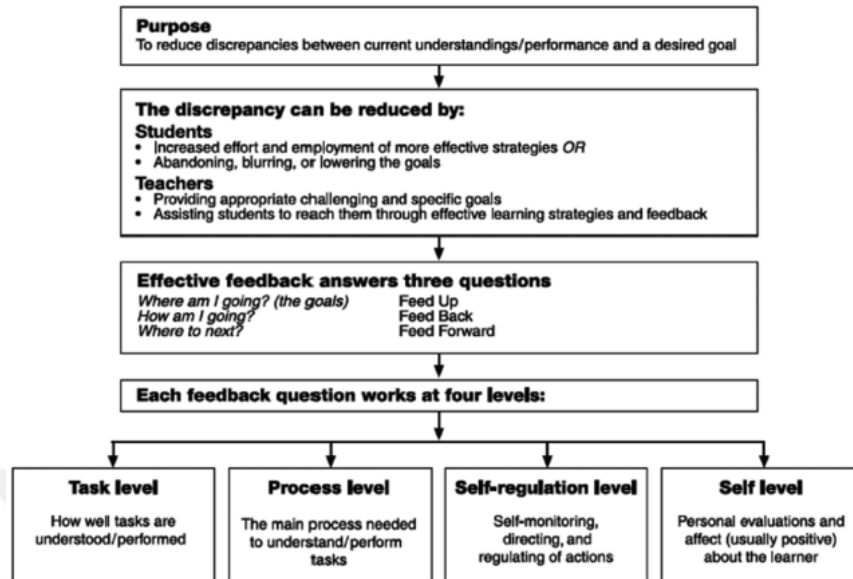


Figure 2.7 A model of feedback to enhance learning (Hattie and Timperley, 2007)

As it is illustrated in Figure 2.7 above, there are many ways of helping the learners reduce the gap between their understanding and desired understanding in terms of feedback. The effective forms of feedback provide learners to increase their effort when they encounter more challenging tasks. Feedback also enhances students to develop error detection and correction skills, which eventually lead to their own self-given feedback. In addition, students develop strategies from the information they obtain throughout the process of writing.

#### 2.2.6.4 Teacher written feedback.

Despite the developing pedagogies and emphasis on peer interaction and feedback in language classrooms, teacher written feedback still has a great impact. Hyland (2003) mentioned that many teachers feel the need to correct and analyze the errors or mistakes with the aim of improving their writings and reflect their effort on a grade. Throughout the 80s and early 90s, research began questioning the effectiveness of teacher feedback on students' writings. It has been argued that excessive amount of corrective written feedback does not seem to have any benefit on students' language and writing development. In early studies such as Knoblauch and Brannon (1981) and Connors and Lunsford (1993), teacher written feedback was considered inconsistent, focused on error correction and authoritarian with a teacher centered perspective, which is too direct. However, in a study conducted on Turkish EFL

learners' by Kahraman and Yalvaç (2015) indicated a contradictory pattern. The study investigated learners preferences in terms of teacher feedback and their view on the importance of teacher feedback. The study reveals that 63.1% of participants mentioned the importance of grammar accuracy and 64.3% of participants also pointed out that they valued teacher corrective feedback. Similar studies findings single out that majority of the EFL learners' value and seek teacher corrective feedback on their writing (Enginarlar, 1993).

#### **2.2.6.5. Peer feedback.**

There are several variations that can replace the term peer feedback. The terms peer review and peer response can be considered as one of them. These terms address a single purpose, which is to support constructive criticism to one another's work. Peer feedback comprises suggestions, comments and questions that learners offer to each other writings with the aim of creating reader based proses (Flower, 1979). Liu and Hansen's (2002) viewed peer feedback as:

The use of learners as sources of information for each other in such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing (p.75).

Peer feedback is a term that is rooted in the theoretical framework of collaborative interactionist learning theory of Vygotsky (1978). He believes that peer interaction helps learners to achieve their full potential through the work on the ZPD, which leads to several forms of interaction such as giving feedback.

Giving feedback is an important act that is used to assist learning. Ur (1996) defined feedback as a comment that improves the product and the performance. Keh (1990) added that it is a fundamental need in various approaches to teaching writing. Feedback in process-oriented writing is considered as an input that offers information and revision. In order to help students, gain the skill of writing, feedback is a significant task to be accomplished. Richard and Lockhart (1994) point out that providing feedback is a significant aspect of teaching. It does not only serve to inform learners how they performed, but also to promote intrinsic and extrinsic motivation. However, it is also important to mention how feedback is approached in

writing. It can be a summative feedback (feedback that focuses on the product) or a formative feedback preferably (feedback that focuses on the development in the writing process). Formative feedback enhances “growth rather than grading” (Sadler, 1983, p. 60), which supports the aim in advance student learning (Gibbs and Simpson, 2004). According to the process approach, it is also necessary to mention that there are different types of feedback including peer feedback, teacher feedback and self-feedback. It is also stated that feedback has different categories depending on the person (teacher, peer, and self), the aim of the feedback (language or content), and in what way how it is offered (face to face or internet) (Wanchid, 2010). Nevertheless, scholars are of the same opinion that the main sources of feedback are commonly the teacher, the student writer, and the peers (McDonough and Shaw, 1993; Jordan, 1997).

Throughout the writing practices, peer feedback is highly recommended by scholars (Ur 1996; Richards and Lockhart 1994). In particular, Richards and Lockhart (1994) mentioned that in a writing course, after finishing the first draft, learners have the opportunity to work on each other’s writings and give feedback in pairs. This feedback aims to improve the writing by providing suggestions about language, content, organization and grammar. Tudor (1996) justifies this usage of peer feedback and points out the following:

Peer evaluation is, thus, a practical form of learner training which develops learners’ understanding of language usage and the type of difficulties which they are likely to experience in their own language production, which can then be used to inform their self-assessment skills (p. 182).

Furthermore, theories such as process-oriented writing and cooperative writing are a framework that involves peer feedback or peer response (Hansen and Liu, 2005). As it is discussed in the earlier sections, process approach focuses on the stages of writing (prewriting, drafting, editing, proofreading, presenting) in which revising is a key step (Muncie, 2000). In order to write the drafts again and again, feedback is very necessary and essential. In terms of revising, readers comment, ask questions and give advices to each other. In other words, peer feedback engages learners in the process of writing and sharing. Tasks that require peer interaction give great responsibilities to learners, which create a student-centered environment rather than a teacher-centered classroom. Additionally, Young and Green (2001) asserted that students could take advantages from a different perspective that is able to point out several developments about organization, choice of word and tenses.



There are a number of benefits of peer feedback in language classrooms. One of the earliest studies conducted by Mendonça and Johnson (1994) analyzed the ESL students peer interactions in terms of peer revision and its influence on their writing. They set sight on how students used peer comments in revision activities, taking into account their views on the benefits. The results of their study claim that suggestions and explanations they provided to their peers allowed students to reflect their knowledge of writing and ways to enhance their knowledge throughout the revisions.

According to Mendonça and Johnson (1994), peer revision promotes students speaking ability through negotiation. Overall, peer revision was considered and perceived as a beneficial tool. Therefore, Mendonça and Johnson (1994) recommend language instructors to create occasions for peers to discuss on their writings, negotiate ideas and train them to provide useful revision, which means peer to take a role of potential reader to each other. Zhang's (1995) study also compared learners' choice in terms of feedback. His participants were 81 ESL learners. Zhang conducted a questionnaire to find out student perception about the preference among teacher and peer revision. The study revealed that revision was not preferred in terms of feedback within the group of participants. The reason behind this finding was explained as a lack of confidence in L2 competence among ESL learners. Nonetheless, training can be a solution to prevent this shortcoming. So far, the studies mentioned above single out the idea of training or preparing students for the process of peer revision. As a recommendation, it was highlighted that preparing students for the process of peer revision is necessary.

Ferris (1995) confirmed several advantages of peer feedback as well. According to her study, students develop self-confidence and motivation due to interactive tasks. She also believes that learners obtain more feedback from their peers than they get from teachers. Peer review activities create a diverse audience and promote the feeling of being in a classroom community. White and Caminero's (1995) study resonates the same findings and mentions that offering peer feedback enables learners to exchange information effectively and consider various views and opinions.

Following the literature of peer feedback, Tang and Tithcott (1999) examined attitudes and views of L2 international students writing classes. They explored the value of these peer feedback groups if there were any changes on their perceptions over time.

According to the findings, the students reflected positive comments about giving peer feedback and their perceptions evolved in a positive way throughout the semester. Another study by Lee (1997) investigated the implementation of peer feedback in a tertiary classroom in Hong Kong. Similar positive reflections were revealed. The researcher singled out several points in order to implement the peer feedback effectively. These areas were making the purpose of the process clear for students, matching the students heterogeneously in comfortable groups, and assigning students new roles such as giving responsibility for their own learning. Thus, the author recommends making peer review a regular activity throughout the language education. Following this body of research, Tsui and Ng (2000) analyzed the impact of peer revision on writing by comparing peer revision with teacher feedback. The study was conducted on 27 students in a secondary school in Hong Kong. The study aimed at finding out whether peer and teacher feedback promotes revision, whether teacher feedback facilitates more, and the roles assigned to them throughout the revision process. The utilized questionnaires, oral interviews and students' original/revised drafts. Both the quantitative and qualitative data revealed that, some learners highly benefited from teacher comments compared to peer comments, and some learners benefited from peer comment in very low percentages. Learners who were used to teacher comment did not consider peer comment beneficial. However, learners who favored peer comments mentioned that peer comments raised their consciousness about their strengths and weaknesses. It was mentioned that learners were able to foster their autonomy through their own writings. The absolute control was not given to teachers as well, which changed the role of a teacher into "negotiating meaning and collaborating with learners to clarify and voice their thinking, emotions, and argumentation as well as in helping them to develop strategies for generating ideas, revising, and editing" (p.168). A study in Turkey by Öztürk (2006) investigated the impact of peer revision on 10 advanced level students enrolled in a composition class. She compared peer revision with the individual revision throughout the writing sessions. The results reveal that peer revision activities lead to highly successful revisions among their writings. Throughout the peer revision, it was noted that learners made more changes compared to individual revisions. Efe's study (2014) highlights the positive effects of peer feedback among EFL learners as well. The study presents that post-test mean scores of the experimental group with peer feedback implementations outperformed the control group and there was a significant difference

between these two groups. It indicates that peer feedback has an effect on learners' overall writing performance and attitudes towards writing.



## CHAPTER III: METHODOLOGY

### 3.1. Introduction

In this chapter, the research design, setting, participants, data collection procedures, data collection instruments and data analysis have been discussed in detail.

### 3.2. Research Design

The aim of the present study is to describe middle school EFL learners' perceptions and their motivation about the implementation of peer teaching on writing tasks. Concerning the aim of this study, both qualitative and quantitative data are needed to be collected in order to fulfill this investigation.

Dörnyei (2007) highlighted the importance of mixed method research by stating that by using both "quantitative and qualitative approaches, researchers can bring out the best of both paradigms, thereby combining quantitative and qualitative research strengths" (p.45) It is called "multi trait/multi method research" (Campbell and Fiske, 1959; Creswell and Plano Clark, 2011), which combines two forms of data: qualitative and quantitative; "combined research" (Creswell, 1994), which involves both collecting and analyzing quantitative and qualitative data within a single study. The combination of quantitative and qualitative method also enables to have theoretically triangulate the study. Based on this belief, the study had two phases of data collection procedure, which was 'sequential exploratory design'.

The aim of this two-phase exploratory design is to use qualitative data to develop and adapt the quantitative instrument. This method starts with a qualitative strand in order to explore the phenomenon (Creswell, Plano Clark, et al., 2003). This design suits to studies in which qualitative data plays the dominant role in terms of creating and testing an instrument (Creswell, 1999; Creswell et al., 2004). It is also used if the results are to be generalized to different contexts and groups or to explore the phenomenon in depth. These stages then combine the qualitative strand to the quantitative strand. Within the present study oral interviews were conducted as an initial part of this design. The data were explored qualitatively, and themes were developed from the qualitative data. Following the first phase, the second phase was to develop or adapt an instrument based on participants' perceptions, which was quantitative. By these developments, the initial qualitative strand and the

subsequent quantitative strand were connected in a sequential order at the end. It is highly important to mention that interview questions were not created based on quantitative results, thus the interview questions were created based on other similar studies that investigated learner perceptions on peer teaching and its implications.

In summary, the sequential exploratory design model was chosen as the appropriate technique of collecting participants' perceptions on peer teaching and its implications on their writing performance and motivation.

### **3.3. Setting**

The context of this study is a private middle school in Gaziantep, which is in the southeast of Turkey. Turkish education system is governed by the Ministry of National Education, and the stages of education system consists of four stages; (1) pre-school education, which is up to six years of age, (2) primary education, which is compulsory for eight years (five years elementary + three years secondary), six -14 years of age, (2) secondary education, which is four years of high school, or vocational high school education 15-17/18 years of age and (4) higher education, which is four years of university or two years at higher vocational schools. Hence, this study was conducted in a middle-school context.

This context was chosen due to certain reasons. First of all, this study gives an opportunity to investigate middle-school EFL learners' perceptions due to the lack of studies on primary education in terms of peer teaching and its implications in the local context. Second, the setting was chosen due to the researcher's current teaching environment, which enabled the teacher to play two roles at the same time as a teacher and a researcher. The classes are integrated in terms of language skills; therefore, writing is not taught separately rather it is hand in hand with the topics and reading texts within the course book. In order to improve learners writing skill, the writing sections in the course book was covered with modifications based on the procedure. These writing sections are extensions of the grammar topics and certain language functions covered in the course book.

### **3.4. Participants**

The participants of the study consisted of two groups of students attending seventh grade in a private middle school in Gaziantep, Turkey. It is highly important to mention that the classes consisted of students who came from different public schools in 2018-2019 academic years. Therefore, participants' writing level of English ranged between A1+ and A2 based on the Common European Framework of Reference (CEFR) due to their previous education in public schools. For the interviews and questionnaire, there were 24 students or 12 pairs as participants whose age span ranges from 13 and 14. Each pair answered the interview questions and completed the questionnaire individually. All participants were the ones who volunteered to contribute to the study throughout the process.

### **3.5. Data Collection**

#### **3.5.1 Instruments**

##### **3.5.1.1. Interviews.**

In order to examine the participants' perceptions about peer teaching throughout the phase of writing courses, semi-structured interviews were conducted with students. Initially, questions were written in consideration of related literature and highly influenced by Kos's (2013) study on peer interactions. Then, the researcher discussed with her supervisor on the questions selected to give a final shape to them. After some adjustments, 22 interview questions were prepared (Appendix A). In terms of reliability issues, the interviews were conducted in Turkish language. The interview questions were translated by the help of two Turkish instructors (Appendix B). Participants' ages and cognitive stages were taken into account while preparing and conducting the interviews. The interviews with 24 students were audio recorded and transcribed afterwards.

##### **3.5.1.2. The Adapted version of the academic writing motivation questionnaire**

###### **(AWMQ).**

After the interviews, participants' perceptions regarding peer teaching and its implications on writing motivation was examined through an Academic Writing Motivation

Questionnaire (AWMQ). The questionnaire was adapted from Payne (2012), who developed a questionnaire in order to investigate college students' motivation to write in their college writing courses. The original AWMQ is a 37-item questionnaire with five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) that considers several aspects of writing motivation (Appendix D). However, in the adapted version it is a 38-item Likert-type questionnaire, which is translated into Turkish language (Appendix C). First, the questionnaire items were modified according to the study (items: 2,4,6,7,8,9,12,13,15,16,21,25,27,28,32). According to the modifications, one extra item was added to the questionnaire. The items were categorized into related categories by the consensus of several experts in the field. The researcher translated the questionnaire (forward translation). Two Turkish instructors and two researchers in the field analyzed the translated version of the questionnaire in consideration with the participants' age, cognitive stage and context of the study. The researchers and instructors conducted the backup translation as well. The goal was to identify consistent patterns and discrepancies in terms of the forward translation. The Turkish instructors and the researchers identified inadequate expressions and terms compared to the original version of the questionnaire. The final modifications were done based on their suggestions and comments. Based on the modifications, experts in the field examined content validity in its final form and recommended adjustments were done taking account of the experts' view. After pilot testing the questionnaire, the reliability score was calculated by using Cronbach alpha and was found as .91, which is a satisfactory reliability score.

In addition to this, the adapted version of the questionnaire was categorized according to the research questions as:

- A. Middle school EFL learners perceptions on peer teaching and process oriented writing.
- B. Views of learners' on the role of peer teaching related to their writing motivation.
- C. Learners' perceptions of peer teaching and process oriented tasks.

The following table illustrates the items within the categories that answer each research question.

Table 3.1.

*Categories and Items*

<b>A. Middle school EFL learners' perceptions on peer teaching and process oriented writing.</b>	<b>B. Views of learners' on the role of peer teaching related to their writing motivation.</b>	<b>C. Learners' perceptions of peer teaching and process oriented tasks.</b>
<ol style="list-style-type: none"> <li>1. I am able to clearly express my ideas in writing.</li> <li>2. It is easy for me to write in English.</li> <li>3. My partner has contributed to my English knowledge.</li> <li>4. I plan how I am going to write something before I write it.</li> <li>5. It is easier to revise what I write with my partner.</li> <li>6. Punctuation is easier for me.</li> <li>7. Spelling is easy/easier for me.</li> <li>8. Choosing the right word is easy/easier for me.</li> <li>9. I use correct punctuation and spelling in my writing when I work with a partner.</li> <li>10. I use correct grammar when I work with a partner.</li> <li>11. It is easier to organize my writing with my partner.</li> <li>12. I revise my writing more easily before submitting.</li> </ol>	<ol style="list-style-type: none"> <li>13. I enjoy writing in English.</li> <li>14. I enjoy English writing classes.</li> <li>15. Becoming a better writer will help me in my career.</li> <li>16. Being a good writer is important in getting a good job.</li> <li>17. Being a good writer will help me do well academically.</li> <li>18. I would like to have more opportunities to write in classes.</li> <li>19. I am motivated to write in my classes.</li> <li>20. I like to write even if my writing will not be graded.</li> <li>21. I like my writing to be graded.</li> <li>22. I would rather participate in writing activities than multiple-choice tests.</li> <li>23. I want others to recognize me as a good writer.</li> <li>24. I would like to have more opportunities to write in classes.</li> <li>25. I enjoy writing assignments</li> </ol>	<ol style="list-style-type: none"> <li>29. I enjoy discussing on the topic with my partner before writing.</li> <li>30. I like working with a partner.</li> <li>31. I like to participate in interactive writing activities.</li> <li>32. I like to get feedback from my partner.</li> <li>33. I like giving feedback to my partner.</li> <li>34. I like to get feedback from an instructor on my writing.</li> <li>35. My partners' feelings and opinions are important to me.</li> <li>36. I feel comfortable when my partner reviews my writing.</li> <li>37. I need the teacher's feedback first before my partner's contribution on the first draft.</li> <li>38. I enjoy to get my partner's feedback but I still need the teacher's contribution later.</li> </ol>



	<p>that challenge me.</p> <p>26. I like classes that require a lot of writing.</p> <p>27. I practice writing in order to improve my writing skills.</p> <p>28. By writing, I can make quicker progress.</p>	
--	---	--

### 3.5.2 Data Collection Procedures

#### 3.5.2.1. Implementation of process-based approach in writing.

In this study, participants were trained under the framework of process-oriented writing for 10-weeks. Throughout the implementation, the aim of the study was to integrate peer teaching practices with the steps of process approach. As it is discussed in Chapter two, process approach follows steps such as prewriting, drafting, revising, editing and publishing. First of all, at the beginning of the term (September), the writing samples of the students were collected. Students were asked to write a descriptive paragraph individually. The writing samples were collected and analyzed in order to identify their English writing levels based on the CEFR writing objectives. Second, students were paired up. Students had the opportunity and freedom to choose their pairs throughout the implementation weeks. Following the grouping and prior to 10-week implementation period, several training sessions were conducted in terms of process approach writing stages. Students were introduced to pre-writing activities and strategies such as graphic organizers, interactive surveys and interviews. The purpose and expected advantages of this initial stage was clearly explained by the researcher as well. Students were also trained in terms of drafting and revising procedures. After the training sessions, peers completed eight writing tasks following the steps of process approach. The steps followed in process approach prepared students for effective writing through practices like brainstorming, sharing information, discussing the topics, and thinking of logical sentences with their partners. Therefore, in parallel with the curriculum students completed eight writing tasks, which were specifically descriptive and narrative paragraphs.

The writing tasks were filed respectively. Besides completing the writing tasks, students gained indirect training about providing feedback to their partners. The steps in the writing tasks were integrated with interactive elements such as peer feedback and peer assistance. At the end of 10-week, participants' perceptions and reflections were collected through an interview and a questionnaire. Finally, each student chose their best work and published it on the class blog online. The writing samples and pre-writing activities are published on the following site: <https://pak7ab.wordpress.com/>

Table 3.2

*The research procedure for 7th graders.*

Peer-Teaching Tasks	Writing Task	Function	Form
<b>1</b>	Describe Yourself	<ul style="list-style-type: none"> <li>• Describing characters</li> </ul>	Present Simple Tense
<b>2</b>	Describe Your Family	<ul style="list-style-type: none"> <li>• Describing people</li> </ul>	Have/ Has got
<b>3</b>	Describe Your Hometown  Describe a Celebrity	<ul style="list-style-type: none"> <li>• Making simple inquiries</li> <li>• Making simple comparisons</li> </ul>	Am/ is / are
<b>4</b>	Compare Yourself with a Person  “Me and My Friend”	<ul style="list-style-type: none"> <li>• Describing characters</li> <li>• Describing people</li> <li>• Making simple inquiries</li> <li>• Making simple comparisons</li> </ul>	Present Simple Tense  Have/ Has got  Am/ is / are
<b>5</b>	My Ideal Weekend	<ul style="list-style-type: none"> <li>• Talking about daily routine</li> <li>• Daily activities</li> <li>• Describing what people do regularly</li> <li>• Giving explanations and reasons</li> </ul>	Present Simple  Frequency Adverbs

6	Last Weekend	<ul style="list-style-type: none"> <li>Expressing past events,</li> <li>Actions in both negative and positive form</li> </ul>	Simple Past Tense Regular/Irregular Verbs
7	Last Summer		
8	Animal Brochure	<ul style="list-style-type: none"> <li>Writing a brochure about endangered or extinct animals</li> <li>Describing animals and habitats</li> <li>Talking about extinct animals</li> </ul>	Should/ Shouldn't Was/ Were Mixed tenses

### 3.5.2.2. Piloting.

Pilot study is used in different ways within the field of social science research. Polit et al. (2001) referred to it as a small-scale version, or trials in the preparation phase of the major study. It can also be a pre-testing phase of the instrument (Baker, 1994). It is mainly advantageous in terms of giving warnings about the points research might fail or in which circumstances the methods and the instruments might not be appropriate. Therefore, in the words of De Vaus (1993, p.54) “do not take the risk. Pilot test first”. This quote indicates the importance of piloting.

Considering this principle, the researcher conducted piloting on a group of students who were not part of this overall study by the help of her supervisor who is an expert in the field of Testing and Assessment. The participants of the pilot study were 24 middle school EFL learners with A1+ and A2 English writing level based on the CEFR. The pilot study was conducted to minimize the potential problems that could occur throughout the actual study. For the study, the researcher elicited that participants had enough time and experience in terms of peer teaching and process writing procedures. Following this, a questionnaire was administered to 24 students at the end of five weeks instruction. The reliability analysis of the data was made using the SPSS program version 23.0.

### **3.5.2.3. Interview and questionnaire.**

In this study, there were four stages of gathering the data. The first stage started with the collection of pre-intervention writing samples of students. In the following stages, the data was collected sequentially following the ‘exploratory research design’. Regarding the 10-week instruction, a semi-structured interview was conducted with each participant. The selected students were invited to attend interviews regarding their views about peer teaching and its implications on their writing performance and motivation. In the final stage, the data collected from the questionnaire was analyzed using Statistical Package for the Social Sciences (SPSS) version 23.0.

## **3.6. Data Analysis**

Data analysis focused on the three research questions mentioned in Chapter 1. The data collected from the interviews were transcribed by the researcher through pattern-coding process or thematic content analysis (Miles and Huberman, 1994) for the recurrent themes. Miles and Huberman (1994) described pattern-coding method as way of grouping large number of texts into specific themes (p.69). The transcriptions were read carefully with the aim of identifying consistent and contradictory patterns. Next, the words were categorized into segments, which were characterized as labels further on. After the process of coding the whole texts, consistent codes were grouped, and overlapping codes were reduced into specific categories. Following these steps, two researchers reviewed the recurrent themes and codes in order to create inter-coder reliability. Consistent categories were created, regarding their suggestions on the coding procedure. In addition, the questionnaire items related to the themes were chosen mutually with the supervisor and presented.

Subsequently, the data collected with questionnaire was computed via SPSS software and descriptive analysis was presented. Additionally, participants writing samples were compared and analyzed in terms of improvement. Each research question is presented separately with its own themes and findings gathered through the data collection instruments and analysis.

The score spans as presented in the questionnaires were categorized as follows:

Table 3.2.

*Interval Scale of the Options in the Questionnaire*

Participation Level	Mean
Strongly Agree	4.21 - 5.00
Agree	3.41 - 4.20
Uncertain	2.61 - 3.40
Disagree	1.81 - 2.60
Strongly	1.00 - 1.80

According to the interval scale options, the students were asked to rate each item on a scale ranging from Strongly Disagree (1) to Strongly Agree (5). The scores were ranked as follows: “1.00-1.80: Strongly Disagree”, “1.81-2.60: Disagree”, “2.61-3.40: Uncertain”, “3.41-4.20: Agree”, “4.21-5.00: Strongly Agree”.

## CHAPTER IV: RESULTS

This chapter presents the results concerning participants' perceptions and implications of peer teaching and process approach regarding their writing motivation. In this section, based on the aim of the study, each research question and results were presented separately. Initially, verbal extracts of interviewees were presented and then numerical figures of questionnaire were added in order to provide more comprehensive answers to the research questions. Throughout the interviews with the students, several themes emerged due to pattern-coding process. The emerging themes that provide insight to the research questions were presented below as the subheadings for each question. The themes under the research questions indicate students' reflections in terms of the implications of peer teaching in process-oriented writing tasks carried out in the process. Based on the results, some of the important statements reflecting students' views were shared under the themes as well.

Following the themes from the qualitative data, descriptive statistics (numbers, percentages, means, and standard deviation) from the AWMQ was demonstrated in a table. The questionnaire was analyzed in terms of subcategories as (a) Perceptions of middle school EFL learners' on peer teaching and process oriented writing, (b) Views of learners' on the role of peer teaching related to their writing motivation, (c) Learners' perceptions of peer teaching and process oriented tasks.

### **4.1. RQ 1. What are the Perceptions of Middle School EFL Learners' on Peer Teaching and Process Oriented Writing?**

In order to answer the first research question, students' interviews and questionnaires were analyzed to reflect their comments about the implications of these implementations on their writing performance and motivation.

#### **4.1.1. Impact of peer-teaching and process approach on student's writing performance.**

A semi-structured interview was carried out with the students at the end of 10-week. Several themes emerged including the student's comments on the impact of peer teaching and process-oriented writing on their writing performance.

Throughout the interviews with 24 students, the students reflected a positive impact of process approach. Each student described a different type of impact on his or her writing

performance. The following statements of the students support this claim:

*P1: "I really observed development. I used to skip activities that require writing in the book. I wasn't able to express myself in writing".*

*P5: "You know how I wrote at the beginning. I couldn't make a sentence. Now I am able to start and end a paragraph".*

*P17: "I liked being able to see our development. We looked to the first draft and the final one. It was great to see the difference after the process we followed".*

Subsequently, the questionnaire items 1, 2, 3, 6, 7, 8, 9, 10 seek to find out learners' opinions about the impact of peer-teaching and process approach on their overall writing performance and development.

Table 4.1.

*Students Views on the Impact of Peer-teaching and Process Approach*

Items	Mean	SD
10. I use correct grammar when I work with a partner.	4.50	.65
7. Spelling is easier for me.	4.16	1.04
8. Choosing the right word is easier for me.	3.91	1.05
9. I use correct punctuation and spelling in my writing when I work with a partner.	3.87	1.07
6. Punctuation is easier for me.	3.87	1.19
2. It is easier for me to write in English.	3.87	.79
1. I am able to clearly express my ideas in writing.	3.79	.77
3. My partner has contributed to my English knowledge.	3.71	.22

These results provide confirmatory evidence that students had a positive impact of peer teaching and process approach on their writing skill. In particular, students strongly agreed with the idea that they used correct grammar while working with a partner, which resonates the interview results as well. In general, the mean score of item 10 (M= 4.50, SD= .65) indicate that students observed a development mostly on grammar and vocabulary.

#### 4.1.2. Self-Assessment and Linguistic Awareness

Another recurrent theme mentioned by the participants was the development of self-assessment and linguistic awareness skills. Self-assessment can be called as self-feedback as well. This happens when students provide assessment/feedback to their final product or their work within the stages. Andrade and Du (2007) explained feedback as a formative process in which students have the opportunities to identify their strengths and weaknesses in terms of their work. As it was the aim of implementing peer teaching, learners developed their skills of self-editing and autonomy. Although, the stages of process-approach enabled students to work individually and as a pair between the stages, minimizing the role of the teacher to a guide. To illustrate:

*P3: "I have developed my sentence structure. I am aware of my own writing development".*

*P10: "I think writing promoted our self-confidence while speaking as well. I am aware that we can make sentences".*

*P12: "I could recognize my mistakes easily. Checking my partners work became easier as well. I could give feedback like a teacher".*

*P19: "I can recognize the missing parts in a sentence. For example: I am aware of the S + V sentence structure. These points help me write better".*

*P21: "Before showing to my partner I am able to check my own work. I trust my partner and myself".*

Table 4.2.

##### *Students Views on Self-Assessment and Linguistic Awareness*

Items	Mean	SD
12. I revise my writing more easily before submitting.	4.37	.92
5. It is easier to revise what I write with my partner	4.20	1.10

According to the mean score of item 12 (M=4.37, SD= .92) and item 5 (M=4.20, SD= 1.10), we can state that students strongly agreed that they are able to revise and assess their



writings easier than before. This confirms their reflection on their self-assessment and self-awareness development.

#### **4.1.3. Brainstorming and Collaboration**

There are several advantages of brainstorming before starting the actual task. It is not limited to writing. It is highly popular and effective when it is done correctly. The highest advantage of brainstorming as a technique is the amount of generated ideas among students. In this study, the generated ideas between pairs both lead to collaboration and prepared students to writing tasks. Pairs with different knowledge and different experiences come together and bring various ideas and suggestions to their work. Throughout the interviews it was seen that HP learner and LP learner collaborated the most in the brainstorming stage, which lead to contribution in the long run. Although because their ideas were not criticized or interrupted by the teacher, learners were free to interact and exchange information at different points of their writings as well. Finally, it is observed that interactive brainstorming promotes students' motivation and creativity by improving the working atmosphere. The following answers confirm these ideas:

*P2 : "I learned how to work as a team. I learned how to help a partner with low level of English".*

*P4 : "I liked brainstorming activities with a partner because my words flew naturally. It wasn't limited or structured. We were free at this stage".*

*P6 : "I believe that brainstorming stage is highly important before writing. It is easier if you brainstorm first".*

*P8 : "We would complete each other throughout the activities. Especially in the brainstorming stage".*

*P13 : "We helped each other. We collaborated during the pre-writing stage".*

*P15 : "The steps we followed really helped. Without the steps, we could have written disconnected sentences. Especially in the brainstorming step, we exchanged information a lot".*

*P16 : “We used to help each other during the brainstorming stage”.*

*P18 : “I liked the way we started to write”.*

*P5 : “My partner (LP learner) contributed in the brainstorming stage. He gave opinions about vocabulary”.*

Besides these comments, participants confirmed the benefits of brainstorming within the following items in Table 4.3.

Table 4.3.

*Students Views on Brainstorming and Collaboration*

Items	Mean	SD
11. It is easier to organize my writing with my partner.	4.41	.92
4. I plan how I am going to write something before I write it.	4.33	1.04

Table 4.3. Illustrates participants' views on collaboration in the brainstorming stage. Majority of the students, strongly agreed with the idea that it is easier to organize a writing task with a partner in item 11 (M=4.41, SD=. 92) They also strongly agreed that they plan their writings before they start the first draft which indicates the effectiveness of process approach on their writing process.

#### **4.1.4. Pre-Writing Activities and its Benefits**

Due to the implementation of process approach, the pre-writing stage was perhaps the most essential part in this study. In this stage, students had the chance to discuss and explore the topics and forms they were supposed to use in their writing tasks. It has been shown that pre-writing strategies such as brainstorming and graphical organizations improve students' writing in terms of content and organization. It also improves students' writing motivation and creativity towards writing. With the aim of making students' embrace writing as a fun activity, different pre-writing activities were implemented to writing courses (Appendix E). Considering the difficulty students face while starting a writing task, one of the toughest parts is thinking and organizing what to write. This is mainly because students lack in terms of ideas. Therefore, this stage helps pairs to process the new information with the existing schemata. As a result, this stage makes writing easier for them which is confirmed by the

following examples:

*P6: “I liked the first step when we wrote the words on a paper together. It helped me. I learn better when I write the words first”.*

*P2: “My partner had better vocabulary knowledge than me. That’s why I contributed on the first stage mostly. I gave ideas about vocabulary choice”.*

*P3: “My partner helped me as well, especially during the pre-writing stage. He gave me different opinions”.*

*P8: “I liked the pre-writing activities because it made the writing easier”.*

In the verbal extracts presented, students confirmed the benefits of pre-writing activities on their writing process.

#### **4.1.5. EFL Learners’ Focus while Giving and Receiving Feedback throughout their Development**

As for the final theme for the first research question, majority of the students reported that they focused on vocabulary, spelling and sentence structure in order. Students mentioned vocabulary for several reasons, such as the high collaboration in pre-writing stage. Students also focused on spelling while giving feedback to their pairs. Therefore, it is reflected by students that they really developed their vocabulary knowledge. However, sentence structure and the correct usage of grammar tenses was also mentioned as the focus of feedback between peers. Overall, it can be concluded that students focused on language rather than content. Therefore, majority of the interaction between pairs involved LREs rather than CREs. The quotations below reflect learners’ focus:

*P1: “In the process of writing, I gave feedback on spelling and punctuation mostly. My partner knew the words, but he couldn’t write the words”.*

*P3: “During the first draft, I gave feedback mostly on vocabulary and spelling mistakes. For example: he used to write bat instead of but”.*

*P4: "I gave feedback on grammar mistakes. Especially on present simple. However, I got feedback mostly on sentence structure and spelling".*

*P22: "She gave feedback in terms of spelling. For example: I couldn't write the word "beautiful". She used to spell it and correct it for me".*

*P24: "Vocabulary was the most. Using the right word in the right place".*

In the present study, participants mentioned several language points, which reaches similar conclusions with several studies.

## **4.2. RQ 2. What are the Learners' Perceptions of Peer Teaching and Process-Oriented Writing Tasks?**

In order to answer the second research question, participants' verbal extracts and their responses to the questionnaire items were analyzed to reflect their perceptions and attitudes towards peer teaching and process-oriented writing approach. The themes related to this research question are listed below. Following the themes, items that reflect learners' perceptions are presented in descriptive statistics as well.

Majority of the participants expressed their views about peer teaching and process-oriented writing as beneficial in developing their writing skill and motivation. Thus, it developed their skills of self-assessment and feedback. In this regard, several themes emerged due to students' interviews. The themes and students' quotations are presented below under the themes.

### **4.2.1. Students' Perceptions and Attitudes Towards Peer Teaching and Writing Process**

Majority of the participants reflected a positive attitude of peer teaching on their writing. However, only one participant (P19) reflected a negative comment about working with a pair. The reason and explanation of this comment is stated below. Students asserted that their perceptions and attitudes changed in a positive way throughout the weeks. This change was due to the implication of process approach, which provided steps for students to follow. The benefits of pre-writing stage were presented in research question 1. Based on learners' perceptions, it was concluded that steps of process approach made the tasks easier for them to complete. The following are some statements of participants regarding the pair-work and

writing process:

*P11: "I was anxious the very first week. But, I think working with a partner helped me change my mind because my friends' opinions were different, they were unique. The ones that I can't think of. That's why, we were able to produce a better work which changed my mind".*

*P15: "We had some arguments in the first step, but still working in pairs was better".*

*P21: "I did my best in terms of helping my partner. It was different. I am not used to work with someone. I usually worked alone. It was a different experience to work with partners for 10-weeks but I enjoyed".*

*P6: "I was scared of writing, because my previous teacher used to get angry with me because of my mistakes. Now, I feel more comfortable. Maybe because we have the chance to write drafts and check with our pair".*

*P18: "Compared to my previous experiences on writing. I really enjoyed working with a partner. I liked the points where we exchanged opinions. So, we didn't get bored. We could chat with a partner while writing the first draft".*

Based on the verbal extracts and descriptive results, a positive reflection and attitude can be withdrawn from the present study as well. All of the items presented in Table 4.4 indicate a positive attitude towards the implementation of the study. Students agreed that they value their partners' feelings and opinions in item 35 (M=4.20, SD= 1.06), and they enjoy working with a partner in item 30 (M=3.75, SD=1.51).

Table 4.4.

*Students perceptions and attitudes towards peer teaching and writing process*

Items	Mean	SD
35.My partners feelings and opinions are important to me.	4.20	1.06
31.I like to participate in interactive writing activities.	4.08	1.13
32.I like to get feedback from my partner.	4.04	1.26
29.I enjoy discussing on the topic with my partner before writing.	4.0	1.10
30.I like working with a partner.	3.75	1.51
33.I like giving feedback to my partner.	3.62	1.46

The positive change in their attitudes can be seen in item 31 ( $M=4.08$ ,  $SD= 1.13$ ), students agreed that they enjoy participating in interactive writing activities.

Among the participants of the present study, only one student reported a negative attitude towards the contribution of the partner. He states his ideas in those words:

*P19: "I could have written the writing tasks on my own. My partner did not contribute as much as I did. However, I developed my social skills if it is the contribution".*

#### **4.2.2. Learners' Reflections on the Benefits of Peer Teaching and Process Approach**

Mainly the study focused to understand how peer interaction plays a role in developing a language skill. Interactions allow EFL students to negotiate meaning and learn from their peers. Participants reflected the benefits of peer teaching and process-approach writing. The benefits mentioned by students include the development of their social relationship and language knowledge. Some of the students stated a development in their writing fluency and grammar as well. The following statements exemplify the participants' comments:

*P11: "It was beneficial to interact with other classmates besides my best friend. Also, I started to like writing in English because I observe a development in my production".*

*P21: "When I worked with a HP partner, I learned new information. When I worked with a LP partner, I had a chance to revise what I know".*

*P3: "I learned that there could be points that I fail to notice. I also benefited from a different perspective in writing activities".*

*P6: "I learned how to share my time and help each other. I developed my vocabulary knowledge and grammar".*

*P24: "I benefited from learning with a partner. By the help of my partner my grammar plus writing developed a lot".*

One of the students believed that this implementation promoted their self-confidence in speaking as well. To illustrate:

*P4: "I think writing developed our self-confidence while speaking. We are aware that we can make sentences now".*

#### **4.2.3. Students' Reflections on the Patterns of Choosing a Partner**

In our study, both the teachers and the students had the opportunity to choose the pairs. Following the grouping, the steps of process approach were completed by the pairs. In order to find out participants' choices of partners, they were asked to select a partner based on their experiences in 10-weeks. Related to this, participants' choices of partners differed among: less knowledgeable, equal knowledgeable and more knowledgeable. Majority of the participants mentioned that they would choose equal knowledgeable partners. Following this choice, some of the participants chose more knowledgeable partners. Only two participants chose less knowledgeable partners. They also explained their reasons and how they chose their partners throughout the weeks of the implementation.

The statements below exemplify their choices:

*P7: "I would choose an equal partner. I don't want my partner to act like a teacher".*

*P14: "I prefer a more knowledgeable partner, so the partner can check my mistakes and contribute to me more".*

*P20: "I prefer more knowledgeable partner. I can ask some questions and get support".*

*P22: "I prefer an equal partner. We can complete each other with an equal partner".*

*P23: "I prefer equal partners. I can interact better. We can have common points".*

Only two participants among 24 students stated that they would choose less knowledgeable partners. Two of them expressed it as follows:

*P1: "I choose less knowledgeable partner, because I like teaching new things to others. Helping my partner makes me feel satisfied. I tried working with an equal partner. It felt boring. We didn't talk on the tasks that much. We couldn't share a lot".*

*P11: "I wouldn't prefer equal partners. We wouldn't contribute each other. I prefer less knowledgeable partners because I felt more confident. I learned better while explaining. While working with a less knowledgeable partner, I saw what I knew and didn't know".*

On these grounds, it can be concluded that majority of the students prefer equal partners due to the amount of contribution. While the majority of the students prefer equal partners, it is highly essential to focus on the minority choices as well.

#### **4.2.4. Students' Attitudes towards the Teacher's Role and Partners' Role as a Teacher**

Following the principles of learner-centered teaching, the teacher's role was to facilitate and to provide help to students only if they were not able to do it without support. Teachers' main responsibility was to create a collaborative learning environment by acting as a mediator of LRE's, content related episodes CRE's and to promote peer interaction. Hence, students took the role of tutoring and providing feedback to their partners throughout the writing stages. The following are some statements from the students' interviews:

*P1: "I learned not to focus and stick to teacher. It helped me to trust my partners comments. I was focused to get feedback from the teacher only, but now I am comfortable to ask help from my partner".*

*P3: "Now I ask help from my partner first, if we can't help each other we ask some help from the teacher".*

*P7: "While writing the drafts, we helped each other. I didn't ask the teacher first to check my work. I think it was better to show the teacher the final draft. That's why I first ask help from my partner".*

*P17: "I ask to my partner for help or feedback. If my partner says 'I'm not sure', then I ask my teacher. I feel more confident when the teacher sees my final draft".*



Table 4.5

*Students' views on the teacher's role and partner's role as a teacher*

Items	Mean	SD
34. I like to get feedback from an instructor on my writing.	4.12	1.39
36. I feel comfortable when my partner reviews my writing.	4.12	1.29
38. I enjoy to get my partner's feedback but I still need the teacher's contribution later.	3.83	1.40
37. I need the teacher's feedback first before my partner's contribution on the first draft.	2.58	1.31

In contrast with student's comments, the quantitative results indicate a discrepancy with this theme. Students reflected their attitudes towards the teacher's role as a facilitator and their partner role as a teacher. However, as it is presented in Table 4.5, students still feel the need of a teachers' involvement to the procedure of getting feedback in item 38 (M=3.83, SD=1.40). They also agreed with the idea that they value getting feedback from the instructor in item 34 (M=4.12, SD=1.39). However, in item 37 (M=2.58, SD=1.31), they disagreed that getting feedback from an instructor isn't the first thing they seek while working on the drafts. Nevertheless, the involvement mentioned by students is at the final draft, which partly confirms their responses.

### **4.3. RQ 3. What are the Views of the Learners on the Role of Peer Teaching Related to their Writing Motivation?**

This research question aims to find out the overall motivation level of participants towards peer teaching and writing. Besides the interview questions, the participants responses to the questionnaire items in terms of overall mean scores were presented.

#### **4.3.1. Impact of Peer Teaching on Students' Overall Motivation**

Motivation among EFL learners is influenced by external factors such as the sociocultural differences of learners and internal factors based on their individual differences., motivation requires several psychological needs to be fulfilled such as self-competency, autonomy and being able to belong to a social circle (Deci and Ryan, 1985; Connell and Wellborn, 1991; Skinner, 1995). Another way of enhancing learners' motivation is to provide meaningful writing classes through relevant writing tasks, which are within the borders of their social and cultural background. Such kind of activities not only develops writing skill,

but also offers opportunities for social interaction and engagement. Therefore, the aim of this study was to enhance learners writing motivation through these implementations, which was confirmed throughout the interviews on this topic. Majority of the students mentioned the positive impact of peer teaching on their writing performance and motivation. The following are some statements of participants talking about the impact of peer teaching on their motivation level:

*P23: "I was highly motivated compared to my previous experiences. I really enjoyed working with a partner".*

*P9: "I was highly motivated compared to my previous motivation in writing. I think it is because we helped each other and writing activities were fun".*

*P17: "When I practice writing at home alone, I feel bored. That's why, I feel motivated with a partner".*

*P5: "My motivation was high because the activities weren't difficult and I could get help from my partner".*

*P14: "I was worried and not really motivated at the beginning. I felt better after several lessons. I think working with a partner motivated me".*

Unlike these comments, some of the participants mentioned the tasks and the process as a reason for their high motivation level in writing. Some quotations related to this:

*P13: "During the first weeks, my partner was not motivated. He wanted to skip the writing sessions. However, following the steps with a partner motivated him to pay attention on writing tasks".*

*P24: "I liked the activities and topics because they were fun. We enjoyed the steps with my friend. It didn't feel boring. I really like writing lessons because I feel free".*

In terms of writing motivation, students benefited from the collaborative tasks integrated with peer teaching. The results of the questionnaire reveal that participants strongly agreed with the items (13, 14, 15, 16, 17, 22, 28) and ideas that mentioned the importance of

writing for their future academic life and job opportunities. The mean score of these items reflect that learners' internal motivation has been fostered by the implementation. The mean score of item 22 (M=4.25, SD=1.35) indicates learners' preference of language task, which is interactive rather than isolated multiple-choice tests. However, item 25 reflects learners' uncertainty about the level of difficulty of the tasks. They were not certain whether they desired more challenging writing tasks compared to the previous ones. Besides this uncertainty, participants agreed with item 18 (M=4.0, SD=1.21) that mentioned having more writing opportunities in the classes. Overall, it was determined that students were motivated to write in the classes as it is demonstrated in item 19 (M=4.12, SD=1.07).

Table 4.6.

*Students' views on the impact of peer teaching on their overall motivation*

Items	Mean	SD
14.I enjoy English writing classes.	4.66	.56
15.Becoming a better writer will help me in my career.	4.54	.93
28. By writing, I can make quicker progress.	4.54	1.02
37. 16. Being a good writer is important in getting a good job.	4.50	.83
13.I enjoy writing in English.	4.37	.82
17.Being a good writer will help me do well academically.	4.25	1.03
22.I would rather participate in writing activities than multiple-choice tests.	4.25	1.35
27.I practice writing in order to improve my writing skills.	4.20	.93
19.I am motivated to write in my classes.	4.12	1.07
23.I want others to recognize me as a good writer.	4.01	.25
18.I would like to have more opportunities to write in classes.	4.20	1.21
26.I like classes that require a lot of writing.	3.87	1.07
21.I like my writing to be graded.	3.83	1.40
20.I like to write even if my writing will not be graded.	3.66	1.55
24.I would like to have more opportunities to write in classes.	3.29	1.39
25.I enjoy writing assignments that challenge me.	2.66	1.52

#### 4.3.2. Degree of Participation and Contribution

Throughout the study, learners engaged with each other and shared ideas, which can be called as the contribution between peers. Based on the verbal extracts of participants, different degrees of participation were observed and shared. The degree of participation differed based on the students' level of English knowledge, vocabulary and grammar. As it was labeled previously as the patterns of choosing a partner by the participants in research question 2, students mentioned that less knowledgeable partners contributed mainly at the first stage (pre-writing) while equal and more knowledgeable partners contributed in all stages by giving

feedback on language and content. Even though the present study did not focus on the interaction patterns between peers, we could conclude that peers with greater knowledge of English meant greater contribution. However, there were participants who reflected positive comments about less knowledgeable peers by highlighting their development in terms of language. The following are some statements related to the degree of contribution between peers:

*P8: "I helped more in terms of spelling and grammar. My partner knew the words but he couldn't write the words. My vocabulary was better that's why I was like a teacher and helper. But sometimes, my partner could check my writing. For example, I forgot to add plural "s".*

*P3: "My partner was more of a teacher and helper during the process. Usually I would ask some questions about words and sentence structure. His English was better, so he helped and contributed more. I was helping more at the first stage during the word choices and ideas. That's why it was a little difficult for me to give feedback compared to my partner".*

*P11: "I contributed to my partner a lot. I don't want to seem bigheaded but I was like a teacher during the process of writing. My partner helped me especially during the pre-writing stage. He gave me different opinions".*

*P21: "I worked with different partners. When I worked with a MK partner, we contributed equal. We helped each other in grammar, vocabulary and spelling. When I worked with a LK partner, she helped me in the brainstorming stage while organizing the writing".*

The present study reveals the degree of participation and contribution among different proficiency learners. Throughout the analysis of verbal extracts it can be generalized that more knowledgeable partners contributed the most in terms of language and content. However, MK partners mentioned LK partners' participation and contribution in the pre-writing stage.

## CHAPTER V: CONCLUSION

In this chapter, an overall summary and discussion of the findings were presented following the conclusions drawn from the results. As a concluding remark, suggestions for further studies were proposed.

How to teach writing has been a popular research topic in EFL classrooms for decades. It is common for learners to have negative attitudes and views on productive skills in language learning. Several affective factors interfere the learning process when it comes to productive skills. Researchers have investigated the reasons behind their negative thoughts and the majority of the studies revealed factors such as anxiety and low motivation in foreign language classes. These affective factors without a doubt, negatively effects learners and language learning situations.

Consequently, the overarching goal of the present study was to investigate an integrated implementation of peer teaching and process approach on middle school EFL learners, with the aim of minimizing the problems that arise along the way of teaching writing. The study aimed at building a bridge between peer teaching and process approach implementation, and observe the difference in terms of students' perceptions, attitudes and motivation to write. The data presented by this study demonstrates positive attitudes and high motivation towards the new implementation of writing. Majority of the participants shared their positive views on peer teaching and process approach.

This study sought to find out the perceptions of the students towards the implication of peer teaching and process approach. The question of how to teach writing effectively was the starting point of the study, thus considering it as a crucial problem in L2 writing contexts. The researcher supported the belief that peer teaching could be integrated to the teaching of writing regardless of the common approaches implemented in EFL context. The main motive of the study was to examine learners' perceptions and implications of this implementation on middle-school EFL students writing performance and motivation.

In this mixed method research study, both qualitative and quantitative tools were utilized in order to get participants perceptions on the implementation. The researchers' main concern was to establish validity by analyzing the data from multiple perspectives utilizing both qualitative and quantitative tools. By this way, researcher tried to triangulate the qualitative data by adding a quantitative strand, which represents the consistency and

inconsistencies across the data. Therefore, researcher initially collected participants' views on the implementation through semi-structured interviews in order to create an in-depth analysis on the specific points in consideration with strengths and weaknesses of peer teaching. As for the quantitative strand, the adapted version of AWMQ was employed for the descriptive results to corroborate with verbal extracts. The accessible population of the study consisted of 24 students studying in a private middle school in Gaziantep during the autumn semester of 2018-2019 academic year.

Prior to piloting and collection of data, students completed 8 writing assignments jointly with their partners following the steps of process approach. The writing tasks were selected in combination with 7<sup>th</sup> grade English curriculum administered by the Ministry of National Education. The writings were mainly descriptive and narrative. Throughout the 10-weeks period, students developed their skills of providing feedback to their partners.

As for the data collection procedure, students' verbal extracts were gathered from the interviews and analyzed through pattern coding. The transcribed data were put into several categories. Subsequently, the quantitative data gathered from the questionnaire were computed and numerical descriptions were presented in tables.

The findings of the study reveal that students' perceptions of the implementation of peer teaching and process approach was mainly positive. Participants mentioned that this implementation enhanced their self-assessment skills, language awareness and capabilities to give feedback. The descriptive results from the academic writing motivation questionnaire showed that peer teaching increased students' motivation to write and confirmed the benefits. The conclusions made from the study were that peer teaching encourages students' motivation to develop their writing skill and social relationships with their peers, which builds their confidence in learning English language.

## 5.1. Discussion

### 5.1.1. RQ 1. What are the Perceptions of Middle School EFL Learners' on Peer Teaching and Process Oriented Writing?

The results of the qualitative data revealed five main themes to answer the first research question. The themes were:

- 1) Impact of peer-teaching and process approach on student's writing performance
- 2) Self-assessment and linguistic awareness
- 3) Brainstorming and Collaboration
- 4) Pre-writing activities and its benefits
- 5) EFL learners' focus while giving and receiving feedback throughout their development

Following the themes regarding participants' oral reflections, descriptive statistics of the AWMQ were presented in tables as well.

#### 5.1.1.2. Impact of peer teaching and process approach on student's writing performance.

The interviews and questionnaire items related to this theme revealed different positive impacts of peer teaching and process approach on students writing performances. In terms of the implications and participants' perceptions, grammar, vocabulary and spelling was considered to be the most developed part of their writing. A high amount of language related implications were concluded based on their reflections and choices on the questionnaire.

The present study was consistent with several studies in the related literature. As a recent representative, Çakır and Kayadelen's (2017) study highlights the linguistic development of their participants as well, which focused on the effectiveness of peer editing in motivating young learners to write in English. The study proved that EFL young learners developed their linguistic awareness in terms of grammar and vocabulary throughout the sessions of peer review. It was also detected that learners' lexical, grammatical and spelling errors decreased noticeably considering other internal and external factors. It was concluded by Wang and Castro (2010) that EFL learners benefit from peer interaction and it helps them notice and develop the target forms in English. Peer teaching interventions are applicable with younger learners as well. In the study, Tomashunis (2006) conducted on kindergarten students, an observable development in students' writings was presented. The study concluded that due

to peer teaching opportunities an improvement in their writing skills were demonstrated within the tasks. Students were able to write more in their stories with illustrations. Most of the respondents in the studies mentioned the development of their target language use in terms of grammar, vocabulary, sentence structure and spelling. These add up to similar findings in several studies, which identified a positive impact on learners' grammar use and vocabulary knowledge (Swain, 2000; Watanabe and Swain, 2007). In line with these findings, Storch (1999, 2005) pointed to the positive effect of collaborative writing on learners' grammar and sentence structure. Following this, Lin and Maarof (2013) agreed that students had the chance to discuss on the ways of using the target language. In particular, majority of the students expressed their focus was mainly on grammar. Similar correspondence of LRE's were found in studies (Swain, 2000; Watanabe and Swain, 2007; Wigglesworth and Storch, 2009) which identified that students perceived a positive impact on their overall grammatical accuracy.

Finally, Chao and Lo's (2011) study identified similar results, and mentioned the development of grammar accuracy and the quality of students' writings, as the benefits of peer interaction and collaborative writing. The majority of the previous studies on peer interaction reveals that there is a consensus on the benefits of peer teaching on learners writing skill. The findings of the present study, regarding the impact of peer-teaching and process approach on their overall writing performance and development, is in correlation with the previous studies (Johnson and Johnson, 1994; Slavin, 1990; Ohta, 2000; Storch, 2001a; Pritchard and Honeycutt, 2005; Philp, Oliver and Mackey, 2006; Lo and Hyland, 2007; Qin, 2008; Storch, 2008; Storch and Aldossari, 2013; Çakır and Kayadelen , 2017).

### **5.1.1.3. Self-assessment and linguistic awareness.**

Besides the impact of peer teaching and process approach on participants' overall writing performance, a development in self-assessment skills and linguistic awareness were highlighted. It was concluded that due to peer teaching opportunities students developed their self-assessment skills and language awareness. Peer teaching practices can lead students to become autonomous self-editors. Similar findings can be found in the related literature as well.

For instance, In Efe's (2014) study, it was singled out that students improved their self-assessment and self-awareness skills throughout the peer interactions in writing courses. In a



study by Ferris (2002), she highlighted the importance of developing learners' self-editing skills because it is necessary to reduce the negative effects of grammatical inaccuracies within the overall writing product. Awareness of self-performance can be developed through peer comments that enhances sense of audience and creates learners' awareness in terms of owning the text with the strengths and weaknesses. Among these, self-assessment and self-awareness is highly related to critical thinking skills of the learners in which research indicates peer feedback as a way to promote this ability of evaluating one's own work (Cheng and Warren, 1996). As a concluding remark, Sotoudehnama and Pilehvari (2016) mentioned the importance of training learners to become autonomous self-editors who are able to evaluate, improve and revise their own work.

#### **5.1.1.4. Brainstorming and collaboration.**

The participants pointed out several advantages of brainstorming technique throughout the interviews. This initial phase of the writing process lead higher amounts of collaboration between peers. Due to the recursive nature of process approach, students had the opportunities to interact in different stages of writing, particularly at the brainstorming stage. High amount of collaboration was found and presented in similar interactional studies.

As Storch (2005) singled out, collaboration used to exist only in the beginning (brainstorming) or at the end (peer feedback) of writing phase. However, the present study tried to integrate collaboration within every step of process approach involving the following stages: planning, organizing, creating, editing and peer feedback. Supporting this process, Boud, Cohen and Sampson (2001) mentioned several advantages of peer teaching which resonate with these findings. They believed that peer teaching promoted collaboration in which learners taught each other in different ways. It was also emphasized that collaborative writing is mutually beneficial because learners share knowledge and ideas particularly in the pre-writing stages (brainstorming, planning, organizing). A similar study by Rao (2007) investigated the benefits of brainstorming stage and how students felt about it. Within Rao's study (2007), the researcher implemented four different brainstorming tasks (individual thinking, verbalizing in pairs, brainstorming ideas in note forms, classification into categories). The researcher compared pre-to posttest scores and find out that majority of the students (86 %) took advantage from the brainstorming strategies. Similar findings can be

found out in Williams (2011) study as well.

#### **5.1.1.5. Pre-writing activities and its benefits.**

With regards to the positive effect of pre-writing activities, O'Mealia (2011) investigated the benefits of pre-writing strategies on two ten-year-old boys in sixth grade. The findings of the study indicated that pre-writing strategies improved students' writings in terms of content, organization and voice. It was also mentioned that pre-writing activities promote students' motivation and creativity in writing. In relevance with the present study, numerous studies resonate similar findings that pre-writing strategies have a positive impact on students' writings (Saddler et al, 2004; Lorenz et al, 2009; Towell and Matanzo, 2010). In particular, the usage of graphic organizers in the pre-writing stage has been shown to have beneficial outcomes in students' writings (Lorenz et al, 2009). It was also reported that when students have the chance to plan their writings, developments in terms of the organization and content were found (Saddler et al, 2004). Considering the steps in the writing process, pre-writing (brainstorming, planning) is the stage where students spend the greater time on discovering and organizing what to write (Gibson, 2008). Therefore, majority of the students mention that pre-writing stage makes the writing task easier because it allows them to think about the topics and organize their ideas. These findings have proved that writing process is a successful way to start writing in an EFL classroom.

#### **5.1.1.6. EFL learners' focus while giving and receiving feedback throughout their development.**

The present study revealed that majority of the interactions between learners focused on language rather than content. In terms of providing and receiving feedback, high amount of LREs were detected and presented by the participants as well.

In comparison with the present study findings, Kuo's (2015) study conducted on formative assessment and its impact on EFL learners writing, learners reflected their desire to get feedback on grammar and their focus intended to be on grammar. Similarly, Ozturk's (2006) data showed that peers mostly focused and interacted on vocabulary (33.6%) and grammar (22.2%). The results indicate a similar outcome of vocabulary and grammar focus

mainly, which indicates that peers usually consider vocabulary and grammar more important than spelling and punctuation. Thus, a balance between feedback on form and feedback on content should be considered (Ur, 1996). As EFL teachers, we desire to focus on language and content equally in order to create a meaningful learning environment, however a survey by Zaman and Azad (2012) indicated that direct corrective feedback is valued and wanted the most by EFL students because they believed it developed their writing skill. These findings can be interpreted as a desire towards accuracy in EFL students written work.

### **5.1.2. RQ 2. What are the Learners' Perceptions of Peer Teaching and Process Oriented Writing Tasks?**

The findings of the qualitative data revealed four main themes to answer the second research question. The themes were:

- 1) Students' perceptions and attitudes towards peer teaching and writing process
- 2) Learners' reflections on the benefits of peer teaching and process-approach
- 3) Students' reflections on the patterns of choosing a partner
- 4) Students' attitudes towards the teacher's role and partners' role as a teacher

#### **5.1.2.1. Students' perceptions and attitudes towards peer teaching and writing process.**

Numerous studies investigated how students felt about peer interaction (peer teaching, peer feedback, peer response, peer assistance) by utilizing questionnaires and interviews (Mendonca and Johnson, 1994; Tang and Tithecott, 1999; Rollinson, 2004). Some of these studies concluded that students do value peer response as a source of feedback (Mendonca, 1992). The reasons behind this perception are that students are being exposed to different perspectives that create new ways to express themselves in their written work. Comparably, Lin and Maarof's (2012) study presented that 95.33% of the participants reflected a positive comment towards the collaboration process. Similar positive findings were found in Berridge's (2009) study. Some of the participants' comments were as follows: "I like peer reviewing when your fellow peer takes it seriously, and I think that it really does help my work in the long run" and "interaction amongst peers allows you to have a deeper understanding of a topic from all angles and makes you capable of fully comprehending an idea and forming an opinion". These comments reflect a similar perception with the present

study, by referring to others perspectives and how interaction promotes learning.

Despite these results, there are also studies, which revealed that not all students valued peer teaching. For instance, in Tang and Tithecott's (1999) study, participants felt more comfortable when the teacher filled the role of responding to the writings. Student who received feedback from their partners thought they were not competent enough to provide effective feedback, and they were uncertain in terms accepting feedback on grammar from a peer (Mendonca and Johnson, 1994). Therefore, it is difficult to generalize the findings mentioned above, due to their different settings (EFL and ESL) and group of participants (middle school, high school, university).

However, majority of the studies reveal positive views about peer teaching, and remarks that peers actually are able to provide constructive feedback that they are not able to get alone (Ferris, 2003).

#### **5.1.2.2. Learners' reflections on the benefits of peer teaching and process approach.**

The findings of the study reveal the benefits of peer teaching and process approach, as promoting peers social relationships, linguistic development, language awareness, negotiation of meaning and motivation.

An important aspect of peer interaction should be discussed from the sociocultural theory perspective in regard to scaffolding and mediation (Hyland, 2008; deGuerrero and Villamil, 2000). In sociocultural theory, peer interaction (speaking with interlocutors) is a tool to enhance interaction and mediate writing skill. In Villamil and deGeurrero's (2000) study, the interaction between two Spanish speaking ESL students, revealed that scaffolding that is provided by the more competent learner helped the less competent learner to show development. Several studies were conducted to understand how peers interacted with each other. In a study Hyland (2008) conducted, he observed two teacher's implementations with different structured peer interaction in a writing task. His observations revealed that students provided verbal scaffolding to their peers as a result of instructors' encouragement. Lockhardt and Ng's (1995) study mentioned the increased amount of talk in terms of content and organization. Hyland (2008) also mentioned that peers were encouraged by the teachers to interact in terms of scaffolding that fosters.

### **5.1.2.3. Students' reflections on the patterns of choosing a partner.**

The findings of the qualitative data, revealed that middle school EFL learners choices of partners ranged between less knowledgeable, equal knowledgeable and more knowledgeable partners. Based on their experiences throughout the implementation, majority of the participants reflected that they would choose an equal knowledgeable partner. The reasons behind their choices were presented and explained in the results section previously. Considering learners' choices in terms of different partners with different proficiencies, Watanabe and Swain (2007) investigated the interaction between different proficiency learners in terms of LREs and the effect of this collaborative dialogue on their work. The study mentions four Japanese ESL participants who collaborated with higher and lower proficiency learners. The study revealed that high proficiency pairs produced more LREs, however high proficiency participants who collaborated with a lower proficiency peer slightly outperformed the others. Therefore, it was suggested that there is a positive outcome of the mixed proficiency pairs in collaborative tasks. The results of the present study resonate with these findings that mixed proficiency learners made progress in terms of writing. It was also confirmed by Kim and McDonough (2008) that advanced-intermediate pairs produced a greater amount of lexical LREs. However, there weren't any difference between the advanced-intermediate and intermediate-intermediate pairs in terms of grammatical LREs. Apart from these findings, the student interviews in the present study revealed that participants value equal partners and believe they would contribute more. Overall, the previous studies and the present study suggest that students benefit from mixed proficiency pairs who are able to contribute each other at a higher level. These results indicate that pairing less proficient learners with more knowledgeable interlocutors seem to achieve success compared to equal proficient learners (Gan, 2010).

### **5.1.2.4. Students' attitudes towards the teacher's role and partners' role as a teacher.**

The findings of the study revealed a reliance on the teacher involvement (teacher corrective feedback), even though participants were highly positive and comfortable in terms of peer teaching (peer feedback, peer editing). There are plenty of studies on the comparison of teacher and peer feedback in EFL context. These studies overall propose an inclination towards teacher corrective feedback which partly confirms the statistical results in the present

study. However, the participants' age range should be taken into consideration as well. A generalization can be made for tertiary EFL students, that they value teacher feedback and guidance more than peer response. However, all of these studies confirm the benefits of peer feedback as the development of self-assessment, autonomy and linguistic awareness (Zhao, 2010). Miao, Badger and Zhen (2006) examined the effects of peer and teacher feedback on two groups of Chinese University students writing ability. The results of this study revealed that Chinese EFL students favored teacher feedback and believed it led to greater development in their writing skill. However, the benefits of peer feedback were mentioned as the development of student autonomy. In Efe's (2014) study, some students mentioned teacher feedback was also necessary in addition to peer feedback. Students' comments support the idea that peers need a reliance on the teacher as an authoritative figure during the writing process. The following are some students' comments from Efe's study (2014) that support this notion:

*“I guess there are one or couple and that would be, not everything can be learned from friends but luckily in this way you still can ask the teacher” and “I think there are just some disadvantages like sometimes, students don't accept their mistakes when their classmates find them and ask the teacher. They think they are better” (p.32).*

Studies in line with the findings revealed that students value teacher feedback in writing classes and they expect their teachers to provide error corrections (Oladejo, 1993; Schulz, 1996; Kahraman, 2013; Kahraman and Yalvac, 2015). Additionally, Kahraman and Yalvac's (2015) study revealed that students value teacher feedback given on grammar errors rather than content and organization. Consistent findings were presented in Hedgcock and Lefkowitz's (1996) study as well, that student's preferred expert input as the teacher indicates grammar errors on their written work. Besides the comparison of teacher and peer feedback, Demirel and Enginarlar (2016) tested the combination of teacher and peer feedback on 57 Turkish EFL students writing skill. The study provided different feedback types to the experimental and control group for 15-weeks. The results of the study indicated that combined teacher-peer feedback model created positive attitudes towards peer feedback and self-assessment compared to individual feedback models. In summary, the available evidence provides a consensus with the present study that EFL student's value teacher feedback in line

with a desire towards grammar error correction.

### **5.1.3. RQ 3. What are the Views of the Learners on the Role of Peer Teaching Related to their Writing Motivation?**

The findings of the qualitative data revealed two main themes to answer the third research question. The themes were:

- 1) Impact of peer teaching on students' overall motivation
- 2) Degree of Participation and Contribution

In addition to verbal extracts of the participants, AWMQ revealed learners' motivation towards peer teaching and writing.

#### **5.1.3.1. Impact of peer teaching on students' overall motivation.**

In terms of writing motivation, students benefited from the collaborative tasks integrated with peer teaching. A body of research confirmed that peer collaboration indicated that peer interaction language tasks enhance learner motivation, performance and critical thinking skills (Johnson and Johnson 1975, 1986, 1989; Johnson, Maruyama, Johnson, Nelson and Skon, 1981; Johnson and Holubec, 1990; Bruffee. 1993). In Cakir and Kayadelen's (2017) study, young EFL learners expressed their views about peer editing as beneficial and mentioned that it was motivating to edit their peer's writings. The findings of these studies also mentioned the collaborative writing fostered students' self-confidence (Shehadeh, 2011; Yong, 2006, Cakir and Kayadelen, 2017).

Based on the results, several reasons can be put forward in order to understand how their motivation was fostered. The studies that investigated the beneficial impacts of peer interaction, suggests that social interaction has an effect on affective patterns of students that reduce their writing anxiety (Kurt and Atay,2007; Yastibas and Yastibas, 2015). Another benefit is due to the usage of praise which is known to foster EFL learners overall writing motivation (Lee, 2010).

### **5.1.3.2. Degree of participation and contribution.**

The findings of the study reveal different patterns of contribution between peers. It was concluded that MK learners contributed the most in terms of linguistic elements. In addition, the contribution between MK and LK learners were high during the pre-writing stage of writing.

In contrast to the present study findings, in Lo and Hyland's (2007) study, the findings indicated that alternative-writing approaches enhances students' motivation, however MK students in their study resulted in lower writing scores which is not consistent with the present study.

Learners with better language proficiency are likely to be more motivated in school. These students enjoy the tasks and contribute more to school activities and peers (Finn and Zimmer, 2012). Based on the results, the high motivation level of MK partners influenced and improved LK partners in terms of motivation and language. As it was mentioned, motivation requires several psychological needs to be fulfilled. Similar findings presented a correlation among acceptance, belonging and academic development on motivation level of peers (Veronneau and Vitaro, 2007).

## **5.2. Pedagogical Implications**

In consideration of students' perceptions and attitudes, the analysis of verbal extracts and questionnaires provide confirmatory evidence that students had a positive perceptions of peer teaching and process approach on their writing motivation. As for the impact, students mentioned the improvement in their grammar accuracy and vocabulary knowledge. However, students mentioned the development in their self-assessment skills and linguistic awareness as well, which was not a primary goal of the study. Furthermore, the results indicate that students benefited from the steps of process-oriented writing and mentioned the benefits of pre-writing activities by enhancing its effects on their writing skills. The interview data showed that collaboration between different proficiency learners were mainly on the brainstorming stage. These results were unexpected reflections made on the study, which shed light to different aspects of peer teaching in an EFL writing course.

The analysis of the questionnaire presents evidence that students were highly motivated during the implementation of the study. They mentioned the decrease in their



anxiety due to working with a partner. Furthermore, the verbal extracts provide ample evidence that students' contribution to the tasks were high. In terms of providing and receiving feedback, students reflected a positive view on getting feedback from their peers. However, the verbal extracts referred to some negative aspects of peer teaching as well. These comments highlighted some students who couldn't work in harmony with their partners, and who would prefer to work alone even though they found the process beneficial. At this point, several individual differences can be taken into account while interpreting their preferences and comments. Nevertheless, it can be concluded that students benefited from the collaborative tasks integrated with peer teaching overall in terms of writing motivation.

As for the investigation on students' preference between teacher feedback and peer feedback, a discrepancy between the qualitative and quantitative results has been found. The questionnaire data indicates that students feel the need of teacher involvement into the procedure of writing and feedback. On the other hand, the results mention that getting feedback from an instructor is not the first source they seek while working on drafts. This was linked due to their previous experiences in language classrooms. The discrepancy between interview and questionnaire data reveals an uncertainty between middle school students' choice on peer and teacher feedback. Therefore, it was concluded that EFL students seek teacher feedback at some points of writing procedure and value teacher feedback even though they reflect positive views on peer feedback.

Based on these outcomes, several implications can be suggested for the roles of writing teachers and students who will go through such a process. The first implication requires the training of adopting process approach in writing tasks. Further on, the feedback provided by peers should be provided with caution in consideration with the indirect training of responding to the written work. As the process focuses on the interaction between peers, it is essential to pair students appropriately considering their individual differences and language level. Although, the teachers are able to pair up students, students should have the freedom to choose their pairs as well. In this case, teachers' role is a crucial point between guiding and facilitating learners'.

### 5.3. Suggestions

Based upon this research study, several suggestions can be made for future directions in consideration with the results and findings. The main goal of the study was to investigate middle-school EFL learners' perceptions on peer teaching and process approach. The investigation concerned to gain understanding on this integrated implementation in a foreign language classroom. The population and context of the study was not common in peer interaction studies on writing in Turkey. However, the perception of peer teaching could be different in other EFL contexts because of the participants and pairs. Building on this work, future studies can research on mixed-proficiency learners' patterns of interactions, assistance and perceptions. Studies on interaction patterns between young and middle school EFL learners are rare, therefore this is an area that deserves attention in future studies. Interaction studies take its basis from sociocultural theory of learning, however the cognitive perspective of interaction and its effects on language development could be measured through experimental designs. As a final recommendation, further research can implicate in the role of the teacher and teacher talk to interaction studies, since teacher's talk has an impact on pairs direction of the interactions and motivational/affective factors.

## REFERENCES

- Ahn, H. (2012). Teaching writing skills based on a genre approach to L2 primary school students: An action research. *English Language Teaching*, 5(2), 2-16. <http://dx.doi.org/10.5539/elt.v5n2p2>
- Alegría de la Colina, A., & García Mayo, M.P. (2009). oral interaction in task-based efl learning: The use of the L1 as a cognitive tool. *International Review of Applied Linguistics*, 47, 325–345.
- Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *Modern Language Journal*, 78, 465-483.
- Allwright, R. L.(1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5, 156–171.
- Amineh, R.J., & Asl, H.D. (2015). Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages*, 1(1), 9-16.
- Andrade, H. & Du, Y. (2007). Student responses to criteria-referenced self-Assessment. *Assessment and Evaluation in Higher Education*, 32 (2), 159- 181.
- Antón, M., & Dicamilla, F. J. (1999). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *The Modern Language Journal*, 83(2), 233–247.
- Apple, G., & Lantolf, J. P. (1994). Speaking as mediation: A study of L1 and L2 texts recall tasks. *The Modern Language Journal*, 78, 437-452.
- Aston, G. (1993). Notes on the interlanguage of comity. In G. Kasper & S.Blum-Kulka(Eds.), *Interlanguage Pragmatics* (pp. 224-250). Oxford: Oxford University Press.
- Atkinson, D. (2003). L2 writing in the post-process era: Introduction. *Journal of Second Language Writing*, 12 (1), 3-15. [http://dx.doi.org/10.1016/S1060-3743\(02\)00123-6](http://dx.doi.org/10.1016/S1060-3743(02)00123-6)
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54 (2), 153-160. <http://dx.doi.org/10.1093/elt/54.2.153>
- Bailey, F & Pransky, K.(2005). Are other people's children constructivist learners too? *Theory into Practice*, 44 (1), 19-26.
- Banbrook, L. (1999). Negotiations for meaning: The learner's point of view, presented at XXIV Annual Applied Linguistics Association conference, Perth, Australia.
- Berridge, E. (2009). Peer interaction and writing development in a social studies high school classroom. Online submission, Retrieved March 9, 2019 from ResearchGate.

- Boud, D., Cohen, R. & Sampson, J. (1999). Peer learning and assessment. *Assessment and evaluation in higher education*, 24 (4), 413-426.
- Brown, A. L., & Palinscar, A.S. (1989). Guided, cooperative learning, and individual Knowledge acquisition. In L.B. Resnick (Eds.), *Knowing, learning, and instruction: Essays in honor of Robert Glasser* (pp. 393-451). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bruffee, K. A. (1993). *Collaborative learning: Higher education, interdependence, and the authority of knowledge*. Baltimore and London: The Johns Hopkins University Press.
- Bruner, J.S. (1966). *Toward a theory of instruction*. Cambridge, MA: The Belknap Press of Harvard University Press.
- Buchberger, F. (2001). *Active Learning in Powerful Learning Environments*. Retrieved from <http://www.palinz.ac.at/team/homepage/BuchbergerF/01%20FB%20Activec.pdf>
- Byram, M. (2004). *The routledge encyclopedia of language teaching and learning*. London: Routledge.
- Çakır, I., & D. Kayadelen, B. (2017). The effectiveness of peer editing in motivating learners to write in English. *Researching ELT: Classroom Methodology and Beyond*, 45-53.
- Campbell, D.T., & Fiske, D.T. (1959). Convergent and discriminant validation by the Multitrait multimethod matrix. *Psychological Bulletin*, 56, 81-105.
- Campbell D. J. (2008). The Learning Theory Podcast. Episode 4. Retrieved January 15, 2009, from [http://www.dancampbell.us/podcast/LTP-4\\_Vygotsky\\_ZPD.pdf](http://www.dancampbell.us/podcast/LTP-4_Vygotsky_ZPD.pdf)
- Cazden, C. (1979). Peekaboo as an instructional model: Discourse development at home and at school. *Stanford Papers and Reports in Child Language Development*, 17, 1-19.
- Chao, Y.C.J. & Lo, H.C. (2011). Students' perceptions of wiki-based collaborative writing for learners of English as a foreign language. *Interactive Learning Environments*, 19 (4), 395-411.
- Cheng W. & M. Warren (1996). Hong Kong students' attitudes toward peer assessment in English language courses. *Asian Journal of English Language Teaching*, 6, 61-75.
- Cheng, A. (2008). Analyzing genre exemplars in preparation for writing: The case of an L2 graduate student in the ESP genre-based instructional framework of academic literacy. *Applied linguistics*, 29(1), 50-71, <http://dx.doi.org/0.1093/applin/amm021>
- Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes. In M. Gunnar & L. A. Sroufe (Eds.), *Minnesota Symposium on Child Psychology, Vol. 23: Self-processes and development* (pp. 43-77). Chicago, IL: University of Chicago Press.

- Connery, M. C., John-Steiner, V. P., & Marjanovic-Shane, A. (2010). *Vygotsky and creativity*. New-York: Peter Lang.
- Connors, R. J. & Lunsford, A. (1993). Teachers' rhetorical comments on student papers. *College Composition and Communication*, 44(2), 200–223.
- Cooper, M. M. (1986). The ecology of writing. *College English*, 48(4), 225-232.
- Creswell, J. W. (1994). *Research Design Qualitative & Quantitative Approaches*. California: Sage Publications.
- Creswell, J. W., & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, California: Sage Publications.  
<http://dx.doi.org/10.1177/155868980629864>
- Daniels, H. (2015). Mediation: An expansion of the socio-cultural gaze. *History of the Human Sciences*, 28(2), 34-50.
- Davin, K. J., & Donato, R. (2013). Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals*, 46(1), 5–22.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268.
- De Guerrero, M., & Villamil, O. S. (2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. *The Modern Language Journal*, 84(1), 51–68.
- DiCamilla, F. J., & Antón, M. (1997). Repetition in the collaborative discourse of L2 learners: A Vygotskian perspective. *The Canadian Modern Language Review*, 53(4), 609-633.
- Donato, R. (1994). Collective scaffolding in second language learning. In J. Lantolf & G. Appel (eds.), *Vygotskian approaches to second language research* Norwood, NJ: Ablex, 33-56.
- Donato, R. (1998). *Beyond group: A psycholinguistic rationale for collective activity in second-language learning* (Unpublished doctoral dissertation). University of Delaware, Newark.
- Donato, R. (2004). 13 Aspects of collaboration in pedagogical discourse. *Annual Review of Applied Linguistics*, 24, 284-302.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.

- Efe, B. (2014). *The effect of peer feedback on students' overall writing performance and their attitudes toward peer feedback* (Master's Thesis). Retrieved from National Thesis Center. (Accession No. 358373)
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford: University
- Ellis, N. C. (2007). Implicit and explicit knowledge about language. In J. Cenoz & N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (pp. 119-132). Springer.
- Enginarlar, H. (1993). Student response to teacher feedback in efl writing. *System*, 21(2), 193-204.
- Enginarlar, H., & Demirel, E. (2016). Effects of combined peer-teacher feedback on second language writing development. *Eğitim Fakültesi Dergisi*, 31(4). doi:10.16986/HUJE.2016015701
- Fathman, A.K., Whalley, E., 1990. Teacher response to student writing: focus on form versus content. In: Kroll, B. (Eds.), *Second Language Writing: Research Insights for the Classroom* (pp.178–190). Cambridge University Press, Cambridge.
- Ferris, D. (1995). "Students reactions to teacher response in multiple draft composition classrooms." *TESOL Quarterly*, 29, 33-53.
- Ferris, D. (2002). *Treatment of error in second language student writing*, Ann Arbor: University of Michigan Press.
- Ferris, D. (2003). *Response to student writing*. Mahwah, NJ: Erlbaum.
- Flower, L. (1979). Writer-based prose. A cognitive basis for problems in writing. *College English*, 41 (1),19-37.
- Flower, L. & Hayes, J. (1981). A cognitive process theory of writing. *College Composition and Communication*,32, 365 - 387.
- Foster, P., & Ohta, A. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, 26, 402-430.
- Furneux, C. (2000). Process writing. Retrieved from <http://www.rdg.ac.uk/acadept/cl/slas/process.htm>
- Feuerstein, R. (1980). *Instrumental enrichment: An intervention programme for cognitive modifiability*. Baltimore, Md.: University Park Press.
- Gagné, N. & Parks, S. (2013). Cooperative learning tasks in a Grade 6 intensive ESL class: Role of scaffolding. *Language Teaching Research*, 17(2), 188–209.
- Gass, S. (2002). An interactionist perspective in second language acquisition. In *e Oxford Handbook of Applied Linguistics* (pp. 171-180). Oxford: Oxford University Press.

- Gass, S. M. (2003). Input and interaction. In C. Doughty & M. H. Long (Eds.), *Handbook of second language acquisition* (pp.224-255). New York: Basil Blackwell.
- Gerjets, P. H., & Hesse, F. W. (2005). When are powerful learning environments effective? The role of learner activities and of students' conceptions of educational technology. *International Journal of Educational Research*, 41(6), 445-465.
- Grabe, W. & Kaplan, R. B. (1996). *Theory and practice of writing*. London: Longman.
- Gredler, M. E. 1997. *Learning and instruction: Theory into practice*. Upper Saddle River, NJ: Prentice-Hall.
- Gibbs, G. and Simpson, C. (2004) Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education (LATHE)*, 1, 3-31.
- Gibson, S.A. (2008). Guided writing lessons: Second-grade students' development of strategic behavior. *Reading Horizons*, 48(2), 111-132.
- Hansen, J. and Liu, J (2005). Guiding principles for effective peer response. *ELT Journal*, 59, 31- 38.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. doi: 10.3102/003465430298487
- Havranek, G. (2002). When is corrective feedback likely to succeed? *International Journal of Educational Research*, 37 (3-4), 255-270.
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
- Hedgcock, J., & Lefkowitz, N. (1996). Some input on input: two analyses of student response to expert feedback in L2 writing. *The Modern Language Journal*, 80(3), 287-308. Retrieved from <http://www.jstor.org/stable/329437>
- Hyland, K. (2002). *Teaching and Researching Writing*. Harlow and London: Pearson.
- Hyland, K. (2003). *Second language writing*. UK: Cambridge University Press.
- Hyland, K. (2007). *Genre and second language writing*. USA: The university of Michigan press.
- Hyland, F. (2008). Scaffolding during the writing process: the role of informal peer interaction in writing workshops. In D. D. Belcher & A. Hirvela (Eds.), *The oral-literate connection: perspectives on L2 speaking, writing, and other media interactions* (pp. 168–190). Ann Arbor: University of Michigan Press.
- Johnson, D. W. & Johnson, R. T. (1975). *Learning together and alone*. Englewood Cliffs, NJ: Prentice-Hall.

- Johnson, D. W. & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.
- Johnson, D.W., Maruyama, G., Johnson, R.T., Nelson, D. & Skon, L. (1981). Effects of cooperative, competitive, and individualistic goal structures on achievement: A meta analysis. *Psychological Bulletin*, 89, 47-62.
- Johnson, D.W., Johnson, R. T. & Holubec, E. J. (1990). *Circle of learning*. Edina, MN: Interaction Book Co.
- Johnson, R. T. & Johnson, D. W. (1986). Action research: Cooperative learning in the science classroom. *Science and Children*, 24, 31-32.
- Johnson, D. W., & Johnson, R. T. (1994). Cooperative learning in the culturally diverse classroom. In R. A. DeVillar, C. J. Faltis, & J. P. Cummings (Eds.), *Cultural diversity in schools: From rhetoric to practice* (pp. 57–73). New York: State University of New York Press.
- Johnson, D. & Johnson, R. (2015). Cooperative Learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*. 25, 85-118.
- Johns, A. (2003). Genre and ESL/EFL composition instruction. In B. Kroll (Eds.), *Exploring the dynamics of second language writing*. Cambridge: Cambridge University Press.
- Jordan, R. R. (1997). *English for academic purpose: Guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Kachru, B. B. (1985). Standards, codification, and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11–36). Cambridge: Cambridge University Press.
- Kahraman, A. (2013). Affective and cognitive effects of coded teacher feedback on writing students. *Hacettepe Üniversitesi Eitim Fakültesi Dergisi*, 28(1), 189-201.
- Kahraman, A., & Yalvaç, F. (2015). EFL Turkish university students' preferences about teacher feedback and its importance. *Procedia - Social and Behavioral Sciences*, 199, 73-80. Retrieved from <https://doi.org/10.1016/j.sbspro.2015.07.489>
- Kanselaar G. 2002. Constructivism and socio-constructivism. Article published on July, 16, 2002.
- Keh, C. L. (1990). Feedback in the writing process: a model and methods for implementation. *ELT Journal*, 44(4), 294-304.



- Knoblauch, C. & L. Brannon (1981). Teacher commentary on student writing: The state of the art. *Freshman English News*, 18(2) , 1-4.
- Kim, Y., & McDonough, K. (2008). The effect of interlocutor proficiency on the collaborative dialogue between Korean as a Second Language learners. *Language Teaching Research*, 12 (2), 211-234.
- Kos, T. (2013) *Peer interactions in mixed-age EFL secondary school classrooms* (doctoral dissertation ). Lancaster University, Lancaster, United Kingdom.
- Krashen, S.D., & Terrell, T.D. (1983). Second language acquisition theory. In: *e natural approach. Second language acquisition in the classroom*. London: Prentice Hall Europe.
- Krashen, S. (1985). *The input hypothesis: Issues and complications*. London: Longman.
- Kuo, C. (2015). *A quasi-experimental study of formative peer assessment in an EFL writing classroom*. Retrieved from <https://theses.ncl.ac.uk/dspace/bitstream/10443/2863/1/Kuo%2C%20CL.%202015.pdf>
- Kurt, G., & Atay, D. (2007). The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL. *Journal of Theory and Practice in Education*, 1(3), 12-23.
- Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Lantolf, J. P. (2004). Sociocultural theory and second language acquisition. In R. B. Kaplan (Eds.), *The Oxford Handbook of Applied Linguistics* (pp. 104-114). OUP.
- Lantolf, J. P. & Poehner, M. E. (2008). *Sociocultural theory and the teaching of second languages*. London: Equinox Publishing.
- Larsen-Freeman, D. (1991). *An introduction to second language acquisition research*. New York, NY: Addison Wesley Publishing Company.
- Lee, I. (1997). Peer reviews in a Hong Kong tertiary classroom. *TESL Canada Journal/Revue TESL du Canada*, 15(1).
- Lee, S. C. N. (2010). Written peer feedback by EFL students: praise, criticism and suggestion. *Journal of Komaba English Education*, 1, 129-139.
- Lin, O. & Maarof, N. (2013). Collaborative writing in summary writing: Student perceptions and problems. *Procedia - Social and Behavioral Sciences*, 90, 599-606.
- Liu, J. & Hansen, J. (2002). *Peer response in second language writing classrooms*. Ann Arbor. MI: University of Michigan Press.

- Lo, Julia & Hyland, Fiona. (2007). Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong. *Journal of Second Language Writing*, 16, 219-237. Retrieved from doi:10.1016/j.jslw.2007.06.002.
- Lockhardt, C., & Ng, P. (1995). Analyzing talk in ESL peer response groups: Stances, functions, and content. *Language Learning*, 45(4), 605–651.
- Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4, 126–141.
- Lorenz, B., Green, T., & Brown, A. (2009). Using multimedia graphic organizer software in the prewriting activities of primary school students: What are the benefits? *Computers in the Schools*, 26, 115-129.
- Mackey, A. (1999). Input, interaction and second language development. An empirical study of question formation in ESL. *SSLA*, 21, 557-587.
- Mackey, A., & Goo, J. M. (2007). Interaction research in SLA: A meta-analysis and research synthesis. In A. Mackey (Eds.), *Conversational interaction in second language acquisition* (pp. 379–452). New York: Oxford University Press.
- Mahmoud, A. (2012). Strategy-based peer assistance in EFL writing: An alternative to traditional peer correction. *Theory and Practice in Language Studies*, 2(10), 1987-1992. doi:10.4304/tpls.2.10.1987-1992
- Martin, A.J., & Marsh, H.W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxford Review of Education*, 35, 353-370.
- Martin-Beltrán, M., Chen, P., Guzman, N., & Merrills, K. (2014). Social discourse and opportunities for peer language learning: How adolescents use social discourse to open space for language learning during peer interactions. *International Multilingual Research Journal*, 8(3), 208-230.
- Mercer, N., & Fisher, E. (1992). How do teachers help children to learn? An analysis of teachers' interventions in computer-based activities. *Learning and Instruction*, 2, 339-355.
- McDonough, J. & Shaw, C. (1993). *Materials and methods in ELT: A teacher's guide*. Oxford: Blackwell.
- McDonough, K. (2004). Learner-learner interaction during pair and small group activities in a Thai EFL context. *System*, 32(2), 207–224.
- McCormick, D. E., & Donato, R. (2000). Teacher questions as scaffolded assistance in an ESL classroom. In J. K. Hall & L. S. Verplatse (Eds.), *The Development of Second and Foreign Language Learning through Classroom Interaction*. LEA.

- Mendonca, C. O., & Johnson, K. E. (1994). Peer review negotiations: Revision activities in ESL writing instruction. *TESOL Quarterly*, 28(4), 745–769.
- Miao, Y., Badger, R. and Zhen, Y. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing*, 15(3), 179-200.
- Miles, M.B. and Huberman, A.M. (1994). *Qualitative data analysis*. Sage Publications, London.
- Min, H. T. (2005). Training students to become successful peer reviewers. *System*, 33(2), 293-308.
- Muncie, J. (2000). Using written teacher feedback in EFL composition classes. *ELT Journal*, 54(1), 47-53.
- Muncie, J. (2002). Process writing and vocabulary development: Comparing lexical frequent Profiles across drafts. *System*, 30, 225-235. Retrieved from [http://dx.doi.org/10.1016/S0346-251X\(02\)00006-4](http://dx.doi.org/10.1016/S0346-251X(02)00006-4)
- Murray, D. (1972). Teach writing as a process not product. In Graves, R. (Ed.) *Rhetoric and Composition; A sourcebook for teachers and writers* (pp. 89-92). Upper Montclair, NJ: Boynton/Cook.
- Ohta, A. S. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In J. P. Lantolf (Eds.), *Sociocultural Theory and Second Language Learning* (pp. 51-78). Oxford: Oxford University.
- Ohta, A. S. (2001). Peer interactive tasks and assisted performance in classroom language learning. In A.S. Ohta, *Second language acquisition processes in the classroom: Learning Japanese*, (pp. 73-128). Mahwah, NJ: Lawrence Erlbaum.
- Ohta, A. S. (2005). Confirmation Checks: A Discourse analytic reanalysis. *Japanese Language and Literature*, 39 (2), 383-412.
- Oladejo, J. (1993). Error correction in ESL: Learner's preferences. *TESL Canada Journal*, 10 (2), 71-89. <https://doi.org/10.18806/tesl.v10i2.619>
- O'Mealia, S. (2011). *How can prewriting strategies benefit students?* ( Master's Thesis). Retrieved from [https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1013&context=education\\_ETD\\_masters](https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1013&context=education_ETD_masters)
- Öztürk, B. (2006). *Impact of peer revision on second language writing* (Master's Thesis). Retrieved from National Thesis Center. (Accession No. 186182)
- Paltridge, B. (1996). Genre, text type, and the language learning classroom. *ELT Journal*, 50 (3), 237-243. Retrieved from <http://dx.doi.org/10.1093/elt/50.3.237>

- Palincsar, A., & Herrenkohl, L. (2002). Designing collaborative learning contexts. *Theory Into Practice*, 41(1), 26.
- Pavlenko, A., & Lantolf, P. (2000). Second language learning as participation and the (re)construction of selves. In J. Lantolf (Eds.), *Sociocultural approaches to second language research* (pp. 155–177). Oxford: Oxford University Press.
- Payne, A. R. (2012). Development of the academic writing motivation questionnaire. (Unpublished master's thesis) University of Georgia, Athens, Georgia, USA.
- Philp, J., Oliver, R., & Mackey, A. (2006). *Second language acquisition and the younger learner*. Amsterdam: John Benjamins.
- Philp, J., & Tognini, R. (2009). Language acquisition in foreign language contexts and the differential benefits of interaction. *International Review of Applied Linguistics*, 47, 245–266.
- Philp, J., Walter, S., & Basturkmen, H. (2010). Peer interaction in the foreign language classroom: what factors foster a focus on form? *Language Awareness*, 19(4), 261- 279.
- Philp, J., Adams, A., & Iwashita, N. (2014). *Peer interaction and second language learning*. New York: Taylor & Francis.
- Piaget, J. & Inhelder B. (1969). *The psychology of the child*. New York: Basic Books.
- Piaget, J. (1977). *The development of thought: Equilibration of cognitive structures*. New York: The Viking Press.
- Porto, M. (2001). Cooperative writing response groups and self-evaluation. *ELT Journal*, 55 (1), 38 - 46.
- Posada, J. (2006). *Effect of peer feedback on students' oral production*. Universidad Distrital Francisco José de Caldas. Master in Applied Linguistics to the teaching of English.
- Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010). Feedback: all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35(3), 277- 289. doi: 10.1080/02602930903541007
- Pritchard, R.J. & Honeycutt, R.L. (2005). The process approach to writing instruction: Examining its effectiveness. In *Handbook of writing research*, Charles A. MacArthur, Steven Graham, and Jill Fitzgerald (Eds.). New York, NY: Guilford Press.
- Qin, J. (2008). The effect of processing instruction and dictogloss tasks on acquisition of the english passive voice. *Language Teaching Research*, 12 (1), 61-82.
- Raimes, A. (1983). *Techniques in teaching writing*. New York: Oxford University Press.

- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, 61 (2), 100-106.
- Roebuck, R. (2000). Subjects speak out: How learners position themselves in a psycholinguistic task. In J. Lantolf (Eds.), *Sociocultural approaches to second language research* (pp.79-95). Oxford: Oxford University Press.
- Rohrbeck, C. A., Ginsburg-Block, M. D., Fantuzzo, J. W., & Miller, T. R. (2003). Peer assisted learning interventions with elementary school students: A meta-analytic review. *Journal of Educational Psychology*, 95, 240–257. doi:10.1037/0022-0663.95.2.240
- Roosevelt F. D. (2008). Zone of proximal development. *Encyclopedia of Educational Psychology* SAGE publication.
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Richards, K., Ross, S., & Seedhouse, P. (2012). *Research methods for applied language Studies*. New York: Routledge.
- Sadler, D.R. (1983). Evaluation and the improvement of academic learning. *Journal of Higher Education*, 54, 60-79. doi:10.2307/1981645
- Saddler, B., Moran, S., Graham, S., & Harris, K.R. (2004). Preventing writing difficulties: The effects of planning strategy instruction on the writing performance of struggling writers. *Exceptionality*, 12 (1), 3-17.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129-158.
- Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing*, 20(4), 286-305.
- Schulz, R. A. (1996). Focus on form in the foreign language classroom: Students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals*, 29 (3), 343-364.
- Silva, T. (1990). *Second language composition instruction: Developments, issues and directions in ESL*. Australia: Cambridge University Press.
- Skinner, E. A. (1995). *Perceived control, motivation, and coping*. Newbury Park, CA: Sage.
- Skinner, E. A., Furrer, C. J., Marchand, G. C., & Kindermann, T. A. (2008). Behavioral and emotional engagement in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, 100, 765–781.

- Slavin, R. E. (1990). Research on cooperative learning: Consensus and controversy. *Educational Leadership*, 47, 52–54.
- Sotoudehnama, E., & Pilehvari, A. (2016). The Impact of peer review on EFL learners' writing proficiency: Global and Local Aspects. Retrieved from [https://www.ugr.es/~portalin/articulos/PL\\_numero25/3 Elaheh.pdf](https://www.ugr.es/~portalin/articulos/PL_numero25/3_Elaheh.pdf)
- Storch, N. (1999). Are two heads better than one? Pair work and grammatical accuracy. *System*, 27 (3), 363–374.
- Storch, N. (2001a). *An investigation into the nature of pair work in an ESL classroom and its effect on grammatical development*. PhD thesis, Department of Linguistics and Applied Linguistics, The University of Melbourne.
- Storch, N. (2001b). How collaborative is pair work? ESL tertiary students composing in pairs. *Language Teaching Research*, 5 (1), 29–53.
- Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, 52(1), 119-158.
- Storch, N. (2005). Collaborative writing: product, process, and students' reflections. *Journal of Second Language Writing*, 14, 153-173.
- Storch, N. (2008). Metatalk in a pair work activity: Level of engagement and implications for language development. *Language Awareness*, 17, 95-114.
- Storch, N., & Aldosari A. (2010). Learners' use of first language (Arabic) in pair work in a EFL class. *Language Teaching Research*, 14(4), 355-375.
- Storch & Aldosari, (2013). Pairing learners in pair work activity. *Language Teaching Research*, 17 (1) , 31– 48.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82, 320-337.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In Lantolf, J. (Ed.), *Sociocultural theory and second language learning* (97-114). Oxford: Oxford University Press.
- Swain, M., & Lapkin, S. (2001). Focus on form through collaborative dialogue: Exploring task effects. In M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 99–118). Harlow: Pearson Education.
- Swain, M., Brooks, L., & Tocalli-Beller, A. (2002). Peer–peer dialogue as means of second language learning. *Annual Review of Applied Linguistics*, 22, 171-185. doi:10.1017/S0267190502000090

- Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471- 483). Mahwah, NJ: Lawrence Erlbaum.
- Swami, J. A. (2008). Sensitizing ESL learners to genre. *TESL-EJ*, 13(3), 1-13. Retrieved from <http://www.tesl-ej.org/ej47/a9.html>
- Tai, Hung-Cheng. (2016). Effects of collaborative online learning on EFL learners' writing performance and self-efficacy. *English Language Teaching*, 9 (5), 119.
- Tang, G. M., & Tithecott, J. (1999). Peer response in ESL writing. *TESL Canada Journal*, 16 (2), 20-38.
- Thorne, S. L. (2005). Epistemology, politics, and ethics in sociocultural theory. *The Modern Language Journal*, 89 (3), 393-409.
- Tiwari, M. (2014). Peer tutoring: A step forward towards inclusion. *Educational Confab*, 3(2).
- Tomashunis, J. (2006). How does peer teaching affect a kindergarteners' writing skills and motivation to write? Retrieved from [https://ed.psu.edu/pds/teacher\\_inquiry/2006/tomashunisj.pdf](https://ed.psu.edu/pds/teacher_inquiry/2006/tomashunisj.pdf)
- Topping, K. (2005). Trends in Peer Learning. *Educational Psychology*, 25 (6), 631-645.
- Topping, K., Miller, D., Murray, P., & Conlin, N. (2011). Implementation integrity in peer tutoring of mathematics. *Educational Psychology*, 31(5).
- Tsui, A. B. M., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9 (2), 147-170.
- Tudor, I. (1996). *Learner-centeredness as a language education*. Cambridge: Cambridge University Press.
- Ur, P. (1996). *A Course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- U.S. Department of Education. Office of Educational Research and Improvement. National Center for Education Statistics. The NAEP 1998 Writing Report Card for the Nation and the States, NCEES 1999-462, by E. A. Greenwald, H. R. Persky, J. R. Campbell, and J. Mazzeo. Washington, DC: 1999.
- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: A decade of research. *Educational Psychology Review*, 22(3), 271 – 297.
- Van Meter, P. and Stevens, R.J. (2000) The role of theory in the study of peer collaboration. *The Journal of Experimental Education*, 69, 13-27. doi:10.1080/00220970009600652

- Van Patten, B. (Eds.). 2004. *Processing instruction: Theory, research and commentary*. Lawrence Erlbaum: Associates, NJ.
- Villamil, O. S., & De Guerrero, M. C. M. (1996). Peer revision in the L2 classroom: Social-cognitive activities, mediating strategies, and aspects of social behaviour. *Journal of Second Language Writing*, 5(1), 51-75.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.
- Wanchid, R. (2010). Designing effective online peer feedback activities in the EFL writing class. *The Journal of Faculty of Applied Arts*, 3(1), 25-33.
- Wang, Q., & Castro, C. (2010). Classroom interaction and language output. *English Language Teaching*, 3(2), 175-186.
- Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: collaborative dialogue between adult ESL learners. *Language Teaching Research*, 11(2), 121-142.
- Watanabe, Y. (2008). Peer-peer interaction between L2 learners of different proficiency levels: Their interactions and reflections. *The Canadian Modern Language Review*, 64(4), 605-635.
- Webb N. M., & Mastergeorge A. (2003a). Promoting effective helping behavior in peer-directed groups. *International Journal of Educational Research*, 39(1), 73- 97.
- Webb N. M., & Mastergeorge A. (2003b). The development of students' helping behavior and learning in peer-directed small groups. *Cognition and Instruction*, 21(4), 361-428.
- Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.
- White, R. & Arndt, V. (1991). *Process writing*. London: Longman Group U. K. Limited.
- White, A. S. & Caminero, R. (1995). Using process writing as a learning tool in the foreign language class. *The Canadian Modern Language Review*, 51(2), 323-329.
- Wigglesworth, G., & Storch, N. (2009). Pairs versus individual writing: effects on fluency, complexity and accuracy. *Language Testing*, 26, 445-466.
- Williams, C. (2011). Adapted interactive writing instruction with kindergarten children who are deaf or hard of hearing. *American Annals of the Deaf*, 156 (1), 23-34.



- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89–100.
- Yastibas, G. C. & Yastibas, A. E. (2015). The effect of peer feedback on writing anxiety on Turkish EFL (English as a foreign language) students. *Procedia- Social and Behaviour Sciences*, 199, 530-538.
- Yong, M.F. (2006). The nature and dynamics of collaborative writing in a Malaysian tertiary ESL setting. PhD. Thesis. Massey University, New Zealand.
- Young, B. L. & Green, A. (2001). A successful peer writing assistant program. *Foreign Language Annals*, 34(2), 165-187.
- Zaman, M. M., & Azad M. A. K. (2012). Feedback in EFL writing at tertiary level: teachers' and learners' perceptions. *ASA University Review*, 6 (1), 139-156.
- Zamel, V. (1976). Teaching composition in the ESL classroom: What we can learn from research in the teaching of English. In T. Silva, & P.K. Matsuda (Eds.), *Landmark Essays on ESL Writing* (pp. 27 – 37). USA: Lawrence Erlbaum Associates, Inc.
- Zamel, V. (1982). The process of discovering meaning. *TESOL Quarterly*, 16 (2), 195- 209.
- Zhang, S. (1995). Re-examining the affective advantages of peer feedback in the ESL writing Class. *Journal of Second Language Writing*, 4(3), 209-222.10.1016/10603743(95)90010-1
- Zhao, H. (2010). Investigating learners' use and understanding of peer and teacher feedback on writing: A comparative study in a Chinese English writing classroom. *Assessing writing*, 15(1), 3-17. <http://dx.doi.org/10.1016/j.asw.2010.01.002>



**APPENDICES**

**APPENDIX A: Interview Questions on Peer Teaching and Process Approach**  
**(Adapted from Kos , 2013)**

1. Tell me about pair work with “...” What is it like working with him/her? How did you feel during pair work?
2. Do you feel motivated while working with a partner?
3. Tell me more. What was it like working with your partner on writing tasks?
4. Do you think the pair work went well? Why? Why not?
5. How do you think it worked?
6. How do you work together – is one of you the helper/teacher/boss?
7. Did you help one another? How?
8. Was it difficult to provide feedback to your partner?
9. In which points did you provide feedback? How?
10. Did you contribute to each other? Who contributed the most?
11. How did you/your partner contribute to the pair work?
12. What do you like about working with your partner?
13. Anything you don't like?
14. What kinds of things did you learn from pair work? What about in terms of English?
15. Did you like the activities? What did you like about them? Why not?
16. Would you prefer to work individually on writing tasks?
17. Can you describe the partner you prefer working?
18. Do you think that you benefit from learning with a partner while writing? If so, how? If not, why not?
19. What is important for you when choosing a partner for your English assignment?
20. Who do you ask when you need help? When do you ask help from your teacher?
21. Do you observe any development on your writing?
22. Do you believe pair-work and the steps we followed helped you in writing?

**APPENDIX B: Interview Questions on Peer Teaching and Process Approach  
(Turkish Version) (Adapted from Kos , 2013)**

1. “...” ile çalışma sürecinden bahsedebilir misin. Onunla çalışmak nasıldı ? Akran çalışması sırasında nasıl hissettiniz?
2. Bir akranla çalışırken kendinizi motive olmuş hissettiniz mi ?
3. Akranınız ile yazma görevlerinde çalışmak nasıldı?
4. Partner çalışmasının iyi geçtiğini düşünüyor musunuz? İyi geçtiğini veya iyi geçmediğini düşünüyorsan nedenini belirtir misin ?
5. Sürecin nasıl işlediğini düşünüyorsunuz?
6. Birlikte nasıl çalışırsınız - yardımcı / öğretmen / uzman rollerini üstlendiniz mi?
7. Birbirinize yardım ettiniz mi? Nasıl?
8. Akranınıza geri dönütte bulunmak zor oldu mu ?
9. Hangi noktalarda birbirinize geri dönütte bulundunuz ? Nasıl?
10. Birbirinize katkıda bulundunuz mu? En çok kim katkıda bulundu?
11. Siz ve partneriniz akran çalışmasına nasıl katkıda bulundunuz?
12. Akranınız ile çalışmanın hangi yönlerinden hoşlandınız?
13. Çalışmanın sevmediğiniz yönleri oldu mu ?
14. İkili akran çalışmasından ne tür şeyler öğrendiniz? İngilizce yönüyle ne öğrendiniz ?
15. Aktiviteleri beğendiniz mi? Aktivitelerin hangi yönünü sevdim/ sevmedim ? Neden ?
16. Yazma aktivitesi için bireysel olarak çalışmayı mı tercih edersiniz?
17. Nasıl bir akran tercih edersiniz ?
18. Bir akranla yazma aktivitesinin faydalı olduğunu düşünüyor musunuz? Öyleyse nasıl? Değilse neden?
19. İngilizce ödeviniz için bir akran seçerken sizin için önemli olan nedir?
20. Yardıma ihtiyacınız olduğunda kime sorarsınız? Öğretmeninden ne zaman yardım istersin?
21. İngilizce yazma becerinizde herhangi bir gelişme gözlemliyor musunuz?
22. Akran çalışmasının ve takip ettiğimiz adımların size yazma becerisinde yardımcı olduğuna inanıyor musunuz?

**APPENDIX C: Academic Writing Motivation Questionnaire (AWMQ) by Payne (2012)**  
**(Adapted and Turkish Version)**

Sevgili Öğrenci,

İngilizce derslerinde yaptığınız yazma ve partner çalışma süreci ile ilgili düşüncelerinizi en iyi şekilde anlatmak için, lütfen aşağıdaki ifadelerin her biri için kutucuklardan birini işaretleyerek yanıtlayınız.

Teşekkür ederim!

Gülfem Sabanur KOCA

İngilizce Öğretmeni

Prof. Dr. Turan PAKER

Pamukkale Üniversitesi

KİŞİSEL BİLGİLER				
1	Cinsiyetiniz	Erkek ( )	Kadın ( )	

İFADELER		Kesimlikle Katılmıyorum (5)	Katılmıyorum (4)	Kararsız (3)	Katılıyorum (2)	Kesimlikle Katılıyorum (1)
1.	Kendimi yazıda açıkça ifade edebiliyorum.	( )	( )	( )	( )	( )
2.	İngilizce yazı yazmak benim için kolaydır.	( )	( )	( )	( )	( )
3.	Partnerim İngilizce dil bilgime katkıda bulundu.	( )	( )	( )	( )	( )
4.	Yazı yazmaya başlamadan önce nasıl yazacağımı planlarım.	( )	( )	( )	( )	( )
5.	Yazdığım yazıyı partnerimle gözden geçirmek daha kolaydır.	( )	( )	( )	( )	( )
6.	Noktalama işaretlerini kullanmak benim için kolaydır.	( )	( )	( )	( )	( )
7.	İmla ve yazım kuralları benim için kolaydır.	( )	( )	( )	( )	( )
8.	Doğru kelimeyi seçmek benim için kolaydır.	( )	( )	( )	( )	( )
9.	Partnerimle çalışırken yazım kurallarını ve noktalama işaretlerini doğru kullanırım.	( )	( )	( )	( )	( )
10.	Partnerimle çalışırken doğru dil bilgisi kullanırım.	( )	( )	( )	( )	( )
11.	Yazdığım yazıyı partnerimle organize etmek daha kolaydır.	( )	( )	( )	( )	( )
12.	İngilizce yazı yazmaktan keyif alıyorum.	( )	( )	( )	( )	( )
13.	İngilizce yazma derslerinden keyif alıyorum.	( )	( )	( )	( )	( )
14.	İyi yazı yazabilmek ilerideki kariyerime katkı sağlayacak.	( )	( )	( )	( )	( )
15.	İyi yazı yazabiliyor olmak iyi bir iş sahibi olmak için	( )	( )	( )	( )	( )

önemli rol oynar.					
16. İyi yazı yazabilmek akademik olarak bana katkı sağlayacak.	( )	( )	( )	( )	( )
17. Derslerde İngilizce yazı yazabilmek için daha çok fırsatının olmasını isterim.	( )	( )	( )	( )	( )
18. Derslerde İngilizce yazı yazmak için motive olmuş durumdayım.	( )	( )	( )	( )	( )
19. Yazma çalışmam puanlandırılmasa bile İngilizce yazı yazmayı seviyorum.	( )	( )	( )	( )	( )
20. Yazma çalışmamın puanlandırılmasını seviyorum.	( )	( )	( )	( )	( )
21. Çoktan seçmeli testlere katılmaktansa yazı yazma aktivitelerine katılmayı tercih ederim.	( )	( )	( )	( )	( )
22. İnsanların beni iyi bir yazar olarak görmelerini isterim.	( )	( )	( )	( )	( )
23. Derslerde yazma çalışması için daha çok fırsatının olmasını isterim.	( )	( )	( )	( )	( )
24. Beni zorlayan yazma çalışmalarından keyif alırım.	( )	( )	( )	( )	( )
25. Çok fazla yazı yazmanın gerektiği dersleri severim.	( )	( )	( )	( )	( )
26. Yazma becerimi geliştirme için alıştırmaya yaparım.	( )	( )	( )	( )	( )
27. Yazımı sunmadan önce daha kolay gözden geçiririm.	( )	( )	( )	( )	( )
28. Yazma çalışmaları sayesinde daha hızlı gelişim göstereceğim.	( )	( )	( )	( )	( )
29. Yazı yazmadan önce partnerimle konu ile alakalı fikir alışverişi yapmaktan keyif alırım.	( )	( )	( )	( )	( )
30. Bir partnerle yazı çalışması yapmayı severim.	( )	( )	( )	( )	( )
31. İnteraktif yazma aktivitelerine katılmayı severim.	( )	( )	( )	( )	( )
32. Partnerimden geri dönüt almayı severim.	( )	( )	( )	( )	( )
33. Partnerime geri dönüt vermeyi severim.	( )	( )	( )	( )	( )
34. Öğretmenimden geri dönüt almayı severim.	( )	( )	( )	( )	( )
35. Partnerimin duygu ve düşünceleri benim için önemlidir.	( )	( )	( )	( )	( )
36. Partnerim yazımı gözden geçirirken kendimi rahat hissederim.	( )	( )	( )	( )	( )
37. Partnerim ilk taslağa katkıda bulunmadan önce, öğretmenimden geri dönüt alma ihtiyacı duyarım.	( )	( )	( )	( )	( )
38. Partnerimden geri dönüt almaktan keyif duyarım, fakat yine de öğretmenimden geri dönüt alma ihtiyacı hissederim.	( )	( )	( )	( )	( )

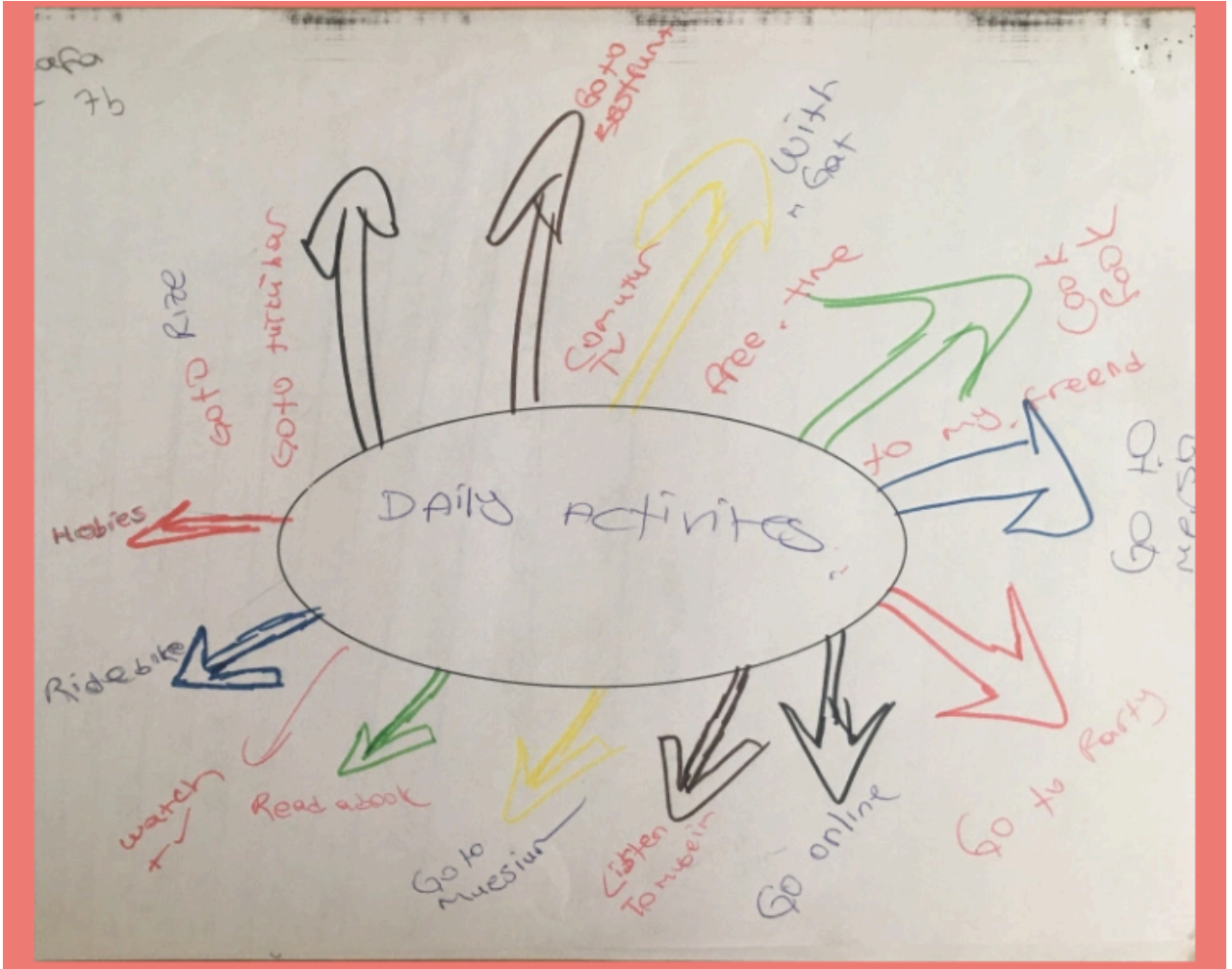
APPENDIX E: Pre-writing Activities (Blog)

7AB WRITING BLOG

APRIL 24, 2019 | WRITINGBLOG7AB | LEAVE A COMMENT

**“Pre-writing Activities” ( Venn Diagrams, Mind Maps, Peer Surveys & Interviews)**

Father	Shared	me
<p><u>Job</u> = Teacher</p> <p><u>likes</u> = Sleeping and on top work, Film, Yuwano, Bald people, niding a bike, Black, niding car, macimell soup</p> <p><u>Dislikes</u> = sitting,</p> <p><u>personality</u> = Hardworking, punctual,</p> <p>Handsome, Bald, generous, medium-height,</p> <p>medium-weight, well-build, Social</p> <p><u>P.A</u> = Black eyes, quite young.</p>	<p>Hard working</p> <p>Black</p> <p>Handsome</p> <p>Mercime K</p> <p>Soup</p> <p>Black eyes</p> <p>Build</p> <p>wonderful</p>	<p><u>Job</u> = Student</p> <p><u>likes</u> = niding a bike, cooking, honnor films, I like spaghetti.</p> <p><u>Dislikes</u> = I don't like cake.</p> <p><u>personality</u> = Hardworking, punctual,</p> <p>patite, moody,</p> <p>Forgetful, man and famous -</p> <p><u>P.A</u> = Black eyes, black hair,</p>





## Sports and past times

Interview a different person for each question. Report to the class

Questions	Me	My partner
1. What are some sports you like watching? Why?	I like watching tennis Mach. Because enjoyable	He likes watching football mach. Because crazy and funny.
2. What are some sports you dislike watching? Why?	I don't like watching yoga. Because boring	He doesn't like watching tennis mach. Because boring
3. Do you prefer to watch sports or play them? Why?	I prefer playing tennis. Because more enjoyable	He prefer playing football. Because crazy and funny
4. Do you play any sports? If so, which ones?	Yes, I do. I play tennis	Yes, he does. He plays football
5. Would you like to learn how to play a sport or do an activity? What would you like to learn?	I want learn playing football	playing football
6. What do you think is the most dangerous sport?	dangerous sport is car and motorcycle race.	Football
7. What <del>Great Britain</del> famous athletes do you know? <small>from turkey</small>	Cedi Osman, Cenk Tosun Cağlar Söğüt, Alper Yılmaz, Naim Süleymanoğlu Hidayet Türker, Sinan Bulut, Feyyaz	Saito Irizmen.
8. What other activities do you like to do?	Tennis	Camping
9. What hobbies do you consider boring?	I don't like yoga	He doesn't like <sup>go</sup> camping tennis
10. What hobbies do you consider interesting or fun?	I like camping.	He likes football
11. How often do you do your favorite activities?	My favorite activities sometimes play tennis.	

Describe a Classmate

A. Secretly choose a classmate to describe. Tick the boxes below to describe their appearance.

<b>Height</b>	tall		medium height	<input checked="" type="checkbox"/>	short	
<b>Build</b>	overweight		medium build	<input checked="" type="checkbox"/>	slim	
<b>Eyes</b>	blue		brown	<input checked="" type="checkbox"/>	green	
<b>Hair colour</b>	blond	<input checked="" type="checkbox"/>	dark	<input checked="" type="checkbox"/>	fair	

B. Tick the clothes your classmate is wearing and write down the colour of each item.

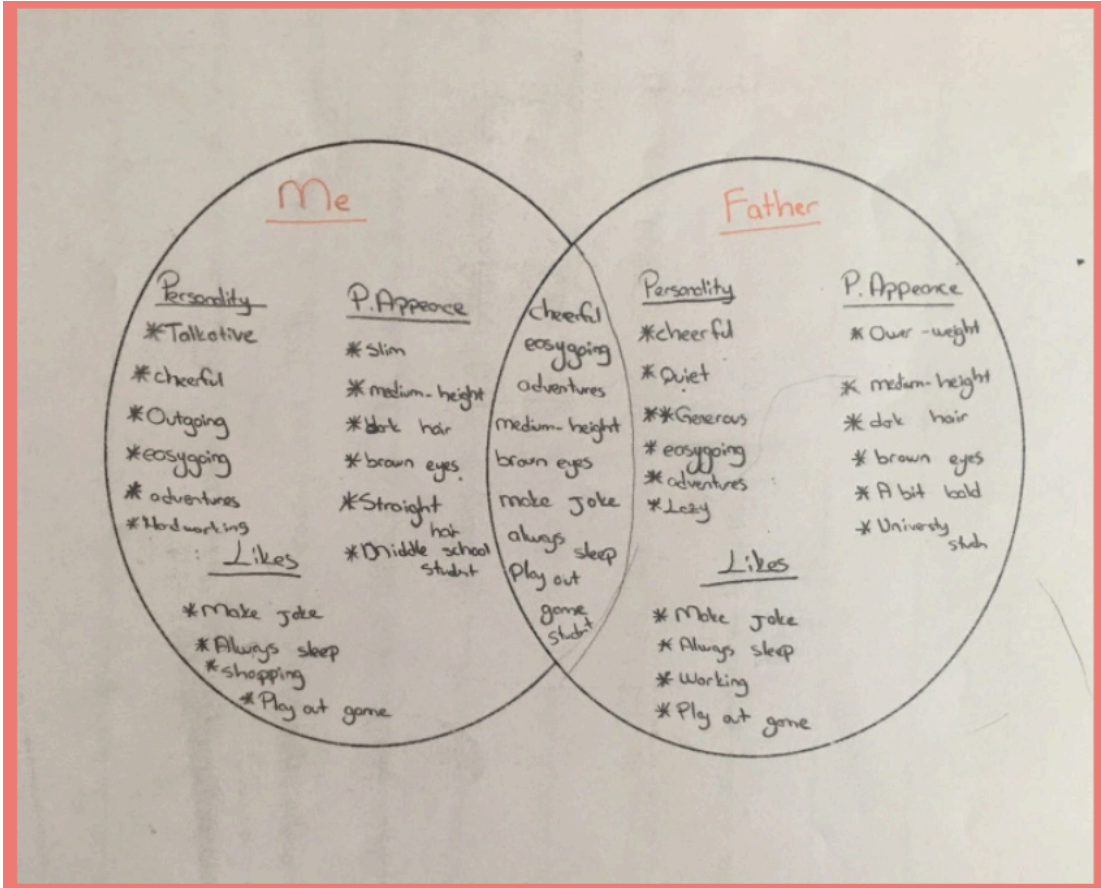
Item of clothing		Colour
a jumper/sweater		
a shirt		
a T-shirt	<input checked="" type="checkbox"/>	School uniform colour is green
a dress		
a skirt	<input checked="" type="checkbox"/>	blue
a jacket		
a scarf		
trousers	<input checked="" type="checkbox"/>	sports trousers.
jeans	<input checked="" type="checkbox"/>	blue
shorts		
socks	<input checked="" type="checkbox"/>	Brown
trainers		
shoes	<input checked="" type="checkbox"/>	Black Grey
sandals		

C. Use the information above to write a description of your classmate's appearance

He has got long and dark hair  
 He is medium-height and medium-weight  
 He wears school uniform colour is green and trousers sports trousers  
 He wears socks brown and grey shoes  
 He has got brown eyes

D. Now, read your description to the class and see if the other students can guess who it is.

2/11  
 9-A



**APPENDIX F: CV**

<b>Personal Information</b>	
Name	Gülfem Sabanur
Surname	Koca
Birth Place and Date	12 September / 1996
Nationality	Turkish
E-mail address	gulfemkoca@gmail.com
<b>Educational Background</b>	
High School	Cambridge Silk Road International School
University	Gaziantep / Zirve University
<b>Foreign Language</b>	
English – TOEFL IBT- 2016	98
Russian Certificate- 2012	C1
<b>Professional Background</b>	
2016-2019	English Teacher