



**THE EFFECT OF WRITTEN PEER
FEEDBACK TRAINING ON TURKISH EFL
STUDENTS' FEEDBACK TYPES AND
WRITING PERFORMANCE**

Yüksek Lisans Tezi

Esmâ CAN

Eskişehir 2019

**THE EFFECT OF WRITTEN PEER FEEDBACK TRAINING ON
TURKISH EFL STUDENTS' FEEDBACK TYPES AND
WRITING PERFORMANCE**

Esma CAN






MA THESIS

**Department of Foreign Language Education
MA in English Language Teaching Program
Advisor: Asst. Prof. Dr. Gonca SUBAŐI**

**EskiŐehir
Anadolu University
Graduate School of Educational Sciences
February 2019**

JÜRİ VE ENSTİTÜ ONAYI

Esma CAN'ın "The Effect of Written Peer Feedback Training on Turkish EFL Students' Feedback Types and Writing Performance" başlıklı tezi 15.01.2019 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Yüksek Lisans tezi olarak kabul edilmiştir.

	<u>Unvanı-Adı Soyadı</u>	<u>İmza</u>
Üye (Tez Danışmanı)	: Dr. Öğr. Üyesi Gonca SUBAŞI	
Üye	: Dr. Öğr. Üyesi Hülya İPEK	
Üye	: Dr. Öğr. Üyesi İlknur YÜKSEL	
Üye	: Dr. Öğr. Üyesi Selma KARA	
Üye	: Dr. Öğr. Üyesi S.İpek KURU GÖNEN	


Prof.Dr. Handan DEVECİ
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü
Müdür Vekili

ABSTRACT

THE EFFECT OF WRITTEN PEER FEEDBACK TRAINING ON TURKISH EFL STUDENTS' FEEDBACK TYPES AND WRITING PERFORMANCE

Esma CAN

Department of Foreign Language Education

MA in English Language Teaching Program

Anadolu University, Graduate School of Educational Sciences, February 2019

Advisor: Asst.Prof.Dr. Gonca SUBAŐI

Peer feedback has become really popular over the years as a result of the rise of the process approach. Nonetheless, there have not been many studies conducted to explore written peer feedback training. With this in mind, this study focuses on written peer feedback training. Conducted with 34 EFL pre-intermediate students who were divided into two groups as the experimental group and the control group from Kütahya Dumlupınar University, the aim of the present study is to investigate the effect of a written peer feedback training program on students' feedback types as global and local and additionally on their writing performance improvement. In order to understand the effect of written peer feedback training, the experimental group received peer feedback training while the control group did not have the same chance. Furthermore, an interview was carried out with some students from both of the aforementioned groups to reveal their opinions about peer feedback training and peer feedback. According to the results, the experimental group produced more comments for the essays of their peers compared to the control group. Moreover, most of those comments were on global issues and relevant. In terms of writing performance improvement, the experimental group was found out to gain more improvement as a result of peer feedback. Finally, the interview results indicated that while the experimental group students enjoyed peer feedback training and peer feedback practice, the control group experienced some problems that stemmed from the the lack of training.

Keywords: Written peer feedback training, Peer feedback, Writing performance, Peer Revision, Peer feedback types, Global feedback, Local Feedback.

ÖZET

YAZILI AKRAN DÖNÜT VERME EĞİTİMİNİN YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN VERDİĞİ DÖNÜTÜN TÜRÜNE VE YAZMA BECERİLERİNİN GELİŞİMİNE ETKİSİ

Esmâ CAN

Yabancı Diller Eğitimi Anabilim Dalı

İngilizce Öğretmenliği Programı

Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Şubat 2019

Danışman: Dr. Öğretim Üyesi Gonca SUBAŞI

Yazmada süreç odaklı yaklaşımın yükselmesi ile beraber akran dönütü popüler bir hale gelmiştir. Bununla birlikte, yazılı akran dönütü eğitimi hakkında yeterli sayıda çalışma yapılmamıştır. Bu nedenle, bu çalışmanın odak noktası yazılı akran dönütü eğitimidir. Deney grubu ve kontrol grubu olarak ikiye ayrılan B1 seviye 34 adet Hazırlık sınıfı öğrencisi ile Kütahya Dumlupınar Üniversitesi’nde yürütülen bu çalışmanın amacı bir yazılı akran dönütü eğitimi uygulamasının öğrencilerin verdikleri dönüt türleri ve yazma becerisi gelişimi üzerindeki etkisini araştırmaktır. Deney grubu yazılı akran dönütü eğitimi almıştır, ancak kontrol grubu bu eğitimi almamıştır. Ayrıca, öğrencilerin akran dönütü hakkındaki düşüncelerini öğrenmek amacıyla her iki gruptan da öğrencilerle görüşmeler gerçekleştirilmiştir. Çalışmanın sonuçlarına göre, kontrol grubu ile karşılaştırıldığında, deney grubu arkadaşlarının yazdıkları kompozisyonlar için daha fazla sayıda dönüt vermiştir. Bu dönütlerin birçoğunun anlam ve organizasyonla ilgili doğru ve tutarlı dönütler oldukları tespit edilmiştir. Yazma becerisinin gelişimi açısından bakıldığında, deney grubunun başarısının kontrol grubundan daha yüksek olduğu ve bunun nedeninin verilen akran dönütü eğitimi ve akran dönütü olduğu bulunmuştur. Son olarak, görüşme bulguları incelendiğinde, deney grubunun yazılı dönüt verme eğitimi ve akran dönütü uygulamasından keyif aldığı ortaya çıkarken kontrol grubunun da yazılı akran dönütü eğitiminin eksikliğinden kaynaklanan sorunlar yaşadığı tespit edilmiştir.

Anahtar Sözcükler: Akran dönütü, Yazılı akran dönütü, Yazılı akran dönütü eğitimi, Yazma becerisinin gelişimi, Akran dönütü türleri.

ACKNOWLEDGEMENTS

Throughout the process of conducting the present study, there have been a lot of people for whose assistance I am grateful for. First of all, I would like to express my thanks and gratitude to my thesis advisor Asst. Prof. Dr. Gonca Subaşı for her support, help and encouragement. I really appreciate her professional advice and constant feedback.

Secondly, I would like to express my thanks to the jury members; Asst. Prof. Dr. Selma Kara, Asst. Prof. Dr. Hülya İpek, Asst. Prof. Dr. İlknur Yüksel and Asst. Prof. Dr. İpek Kuru Gönen for their valuable suggestions and great contributions to my study.

Next, I would like to extend my thanks to my colleagues and students at Kütahya Dumlupınar University. Without their support, the present study would not have come to an end. Especially, I would like to thank Asst. Prof. Dr. Burcu Gökgöz Kurt, Halil İbrahim Karabulut, Dilşah Kalay, Eda Karabacak and Mehtap Arat for their support and valuable help throughout the process. I would also like to express my gratitude to the administration of Kütahya Dumlupınar University, School of Foreign Languages for their constant understanding and support.


Last but certainly not least, I would like to thank to my family for whom I am always grateful. I would like to thank my father, Yüksel Can, for making me start an English course when I was a small child, causing me to fall in love with English. Next, I would like to thank my mother, Nuray Can, for her constant affection, love and understanding. I would like to thank my grandmother, Nazik İşcan for giving me motivation and ambition whenever I feel unmotivated. Finally, I would like to thank Pamuk for always motivating me and making me happy throughout the process of conducting the present study.

Esmâ CAN
Eskişehir 2019

13.02.2019

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmamın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı” yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.


Esmâ CAN

13.02.2019

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.



Esma CAN

TABLE OF CONTENTS

	<u>Page</u>
BAŞLIK SAYFASI.....	i
JÜRİ VE ENSTİTÜ ONAYI.....	ii
ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS.....	v
ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ.....	vi
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xv
1.CHAPTER 1: INTRODUCTION	
1.1. Background to the Problem.....	1
1.2. Statement of the Problem.....	4
1.3. The Purpose of the Study.....	7
1.4. Research Questions.....	10
1.5. Significance of the Study.....	10
1.6. Definitions of Terms.....	11
2.CHAPTER 2: LITERATURE REVIEW	
2.1. Theoretical Background.....	13
2.1.1. Approaches to teaching writing.....	13
2.1.1.1. Product oriented writing approach.....	14
2.1.1.2. Process oriented writing approach.....	16
2.1.2. Sources of feedback.....	20
2.1.2.1. Teacher feedback in writing.....	20
2.1.2.2. Peer feedback in writing.....	22

	<u>Page</u>
2.1.2.2.1. <i>Peer feedback training</i>	25
2.1.2.3. <i>Self assessment</i>	28
2.2. Emprical Studies Done on Peer Feedback	29
2.2.1. Emprical studies on the effectiveness of peer feedback	29
2.2.2. Emprical studies on the challenging effects of peer feedback	33
2.2.3. Emprical studies that are on peer feedback training	38
3.CHAPTER 3: METHODOLOGY	
3.1. Participants of the Study	45
3.2. The Setting of the Study	46
3.3. The Data Collection Procedure	48
3.3.1. The data collection procedure for the experimental group	49
3.3.2. The data collection procedure for the control group	55
3.4. Instruments and Materials	57
3.4.1. The coding scheme for students' written comments	57
3.4.2. The rating scale for students' written comments	58
3.4.3. The ESL composition profile	58
3.5. Data Analysis	58
4.CHAPTER 4: RESULTS	
4.1. Results	61
4.1.1. Type and the quality of the feedback that is given	62
4.1.1.1. <i>The analysis of the peer feedback given by the</i> <i>control group</i>	62
4.1.1.1.1. <i>Peer feedback that was given for the opinion</i> <i>essay by the control group</i>	63

4.1.1.1.2. Peer feedback that was given for the narrative essay by the control group.....	64
4.1.1.2. The analysis of the peer feedback given by the experimental group.....	65
4.1.1.2.1. Peer feedback that was given for the opinion essay by the experimental group.....	65
4.1.1.2.2. Peer feedback that was given for the narrative essay by the experimental group.....	67
4.1.1.3. Comparison of the control and the experimental groups in terms of the type of feedback they give.....	68
4.1.2. The difference between the experimental group and the control group in terms of their writing performance.....	70
4.1.2.1. The effect of training on students' writing performance improvement.....	71
4.1.2.1.1. The comparison of the first drafts and the second drafts of the students in the control group.....	72
4.1.2.1.2. The comparison of the first drafts and the second drafts of the students in the experimental group.....	73
4.1.2.1.3. The comparison of the second drafts of the experimental group and the control group.....	75
4.1.2.2. The overall writing performance of the students in both groups.....	77

4.1.2.2.1. <i>The comparison of the second drafts and the third drafts of the students in the control group.....</i>	77
4.1.2.2.2. <i>The comparison of the second drafts and the third drafts of the students in the experimental group.....</i>	79
4.1.2.2.3. <i>The comparison of the third drafts of the experimental group and the control group.....</i>	80
4.1.3. <i>The opinions of the students regarding peer feedback.....</i>	84
4.1.3.1. <i>Control group students' opinion regarding peer feedback.....</i>	84
4.1.3.1.1. <i>Helpful for error correction.....</i>	85
4.1.3.1.2. <i>Improving writing and motivation to write.....</i>	85
4.1.3.1.3. <i>Not knowing how to give feedback.....</i>	86
4.1.3.1.4. <i>Destructive for friendships.....</i>	87
4.1.3.2. <i>The experimental group students' opinions regarding peer feedback training.....</i>	88
4.1.3.2.1. <i>Improving their feedback giving skills.....</i>	89
4.1.3.2.2. <i>Getting awareness on their writing skills.....</i>	90
4.1.3.2.3. <i>More tiring compared to other methods.....</i>	91
4.1.3.3. <i>The experimental group's opinion regarding peer feedback practice.....</i>	92
4.1.3.3.1. <i>Improving their writing performance.....</i>	92

	<u>Page</u>
<i>4.1.3.3.2. Interacting with peers while having fun</i>	93
<i>4.1.3.3.3. Preferring peer feedback</i>	94
<i>4.1.3.3.4. Negative factors that the students mentioned</i>	95
5. CHAPTER 5: CONCLUSION, DISCUSSION AND IMPLICATIONS	
5.1. Discussion	97
5.2. Conclusion	103
5.2.1. Does written peer feedback training have an effect on the type of the peer feedback that Turkish EFL students give to their peers' essays?	103
5.2.2. Is there a difference between the trained group and the untrained group in terms of their writing performance at the end of the process?	105
5.2.3. What are the Turkish EFL students' thoughts and opinions about the peer feedback training and peer feedback practice?	106
5.3. Implications	107
5.4. Limitations	109
5.5. Suggestions for Further Study	110
REFERENCES	111
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	<u>Page</u>
Table 2.1. Empirical studies done on the effectiveness of peer feedback.....	33
Table 2.2. Empirical studies on the challenging effects of peer feedback.....	38
Table 2.3. Empirical studies on peer feedback training.....	44
Table 3.1. t-test results comparing the pre-test means of the experimental group and the control group.....	47
Table 3.2. The training process for the experimental group.....	54
Table 3.3. The peer feedback process for the control group.....	56
Table 3.4. Interrater reliability for drafts of opinion essay and narrative essay for both groups.....	59
Table 4.1. The revision types control group made for the opinion essay.....	63
Table 4.2. The revision types control group made for the narrative essay.....	64
Table 4.3. Examples of feedback types from the control group.....	65
Table 4.4. The revision types experimental group made for the opinion essay.....	66
Table 4.5. The revision types the experimental group made for the narrative essay..	67
Table 4.6. Examples of feedback types from the experimental group.....	68
Table 4.7. The comparison of the control group and the experimental group in terms of revision types.....	70
Table 4.8. t-test results showing the mean scores of the first and second drafts of the control group for the opinion essay.....	72
Table 4.9. t-test results showing the mean scores of the first and second drafts of the control group for the narrative essay.....	73

Table 4.10. t-test results showing the mean scores of the first and second drafts of the experimental group for the opinion essay.....	74
Table 4.11. t-test results showing the mean scores of the first and second drafts of the experimental group for the narrative essay.....	74
Table 4.12. The comparison of the mean scores of the opinion essay for the second draft in both groups.....	75
Table 4.13. The comparison of the mean scores of the narrative essay for the second draft in both groups.....	76
Table 4.14. t-test results showing the mean scores of the second and third drafts of the control group for the opinion essay.....	77
Table 4.15. t-test results showing the mean scores of the second and third drafts of the control group for the narrative essay.....	78
Table 4.16. t-test results showing the mean scores of the second and third drafts of the experimental group for the opinion essay.....	79
Table 4.17. t-test results showing the mean scores of the second and third drafts of the experimental group for the narrative essay.....	80
Table 4.18. The comparison of the mean scores of the opinion essay for the third draft in both groups.....	80
Table 4.19. The comparison of the mean scores of the narrative essay for the third draft in both groups.....	81
Table 4.20. Comparison of the second and third draft scores on both types of essays between the experimental and the control group by means of effect size analyses.....	82

LIST OF FIGURES

	<u>Page</u>
Figure 2.1. Harmer's process Wheel.....	18



CHAPTER 1

1.INTRODUCTION

1.1.Background to the Problem

It cannot be denied that writing is an essential skill not only in the classroom, but also in every part of life as it is a part of human life in various forms. Hence, learning how to write is utterly important in the native language and in foreign languages to be able to establish a good communication. With that being said, writing cannot be defined with just one or two sentences as there are different approaches to writing. Hedge (2000) defines writing as a social and interactive skill, which is the result of making use of strategies such as thinking, discovering and planning to handle the composing process to come up with a written product and Hedge (2000) claims that writing is a complex process that is difficult and time consuming for many second and foreign language learners. Obviously, this definition of writing looks at the term writing from the perspective of the process-oriented approach as it mentions making the writing process interactive, thinking, discovering and planning, which are vital elements of process-oriented writing approach. Therefore, the process-oriented approach of writing forms the base of the present study.

However, even today, in most of the EFL writing classrooms, process approach is something that is not preferred by the teachers for various reasons such as lack of time, school schedule restrictions, exams and teachers' heavy workload (Lee, 2008; Baker, 2014). Instead of the process, the product takes the spotlight in the writing classrooms most of the time. Product oriented approach can be identified as the opposite of process-oriented approach in the sense that it does not focus on the process. There is only one draft that is written by students as this approach views the product as the most important thing. Hence, writing outlines, drafts or editing are not the parts of the classrooms that use the product-oriented approach. As the name suggests, the main point of writing is the product the students produce and the grade they get for this.

Needless to say, getting feedback is essential for students to improve their writing ability. Process oriented approach of writing offers the students a lot of opportunities to get feedback and edit their work using this feedback before they finalize their work.

However, the product-oriented approach of writing takes this opportunity out of the students' hands as it only provides feedback in the form of error correction for the final draft. Lee (2008) puts forward that feedback that just focuses on to error correction, which is mostly the case in product-oriented writing classes, do not have intentionality, a sense of purpose and direction. This, in return, causes students to become passive students who do not have a sense of achievement as a result of writing because they tend to judge their writing proficiency by counting the number of the red marks that their teachers left on their papers. Unfortunately, this perfectly sums up the state of product-oriented approach in the writing classrooms. For these reasons, a change in the writing classrooms is needed, especially in the EFL classrooms.

Process approach of writing was born as an answer to the product-oriented writing classrooms in the L1 writing classrooms. Process approach sees writing as a mental process that also requires students to use mediation and negotiation skills. It is both collaborative and constructive as student writers are aware of the fact that they have a target audience and they have to create something that would be understandable (Diab, 2011). According to the mentality of the process-oriented approach of writing, students are given a task and they get ready for the task, write the task in as many drafts as needed and edit the task to turn it into the best form possible. All through the writing process, students are exposed to feedback and have the chance to edit their pieces of writing using this feedback.

As mentioned above, process approach of writing pays attention to the students' experience while they are writing, and it is very important for students to be able to get feedback at any point of the process. Considering the state of the writing classrooms and teachers' already heavy workload, it could be quite challenging for a teacher to give feedback to the students effectively on every part of their writing process. However, this should not be considered as a drawback of process approach since peer feedback can be as effective as teacher feedback during the writing process and help students to edit their work. Moreover, Paulus (1999) and Hu (2005) state that peer feedback is really suitable with process approach because it fits perfectly with writing cycles, multiple drafting, extensive revision and collaborative learning. With the help of these mentioned factors, peer feedback enables students to improve their writing skills while turning them into more motivated writers (Hyland, 2000; Zhao, 2014; Hojeij and Baroudi, 2018).

Villamil and de Guerrero (1996) explain the idea of peer feedback as a great opportunity for students to discuss and formulate ideas about their content as well as helping each other with their writing skill and discourse strategies. They also state that it is only possible for students to improve their writing skill as a result of this exchange between them and their peers because interaction and exchange of information are actually really important factors in learning writing. In this way, students stop being passive recipients who only wait to count the red marks on their papers, and they turn into an audience and collaborators, as well as being writers (Villamil and de Guerrero, 1996; Hyland, 2010; Lee, 2017).

Apart from helping students to become better and more motivated writers, peer feedback has the possibility of becoming more successful than the teacher feedback as it causes uncertainty for the students (Gielen, Peeters, Dochy, Onghena and Struyven, 2010). To put it in another way, since students are used to getting feedback from a superior figure all the time, they do not question the feedback they get even if they have some doubts in their minds. This situation might lead to some misunderstandings and miscommunication and even cause students to learn some things incorrectly. However, they can freely question their peers' feedback and discuss if it is necessary as they may feel more comfortable stating their doubts and opinions to their peers.

Having the chance to question and discuss the feedback that they receive with the source of the feedback enables the students to actively think about their writing process. When they talk about the peer feedback that they received with their peers and negotiate, they gain more than academic skills (Rollinson, 2005; Kennette and Frank, 2013; Lee, 2017). They gain critical thinking, analyzing, debating and questioning skills, which are quite essential to become good writers who have a critical eye. Also, the act of giving peer feedback causes students to think critically and think about their own learning (Yang, Badger and Yu, 2006).

However, when presented with the idea of peer feedback, there have always been some teachers, academics and students who are opposed to the idea, claiming that students cannot give quality feedback like the teachers because they are not experts and they are not competent enough to give feedback. Nonetheless, these drawbacks can easily be amended by applying a written peer feedback training program that can help students to give correct and relevant peer feedback. As mentioned before, peer feedback changes students' roles in the classroom in a positive way and it also helps

students to take control of their own learning. That is why, training the students is worth trying (Rollinson, 2005; Diab, 2011).

Lee (2017) also points out that it is very important to teach students how to give peer feedback and make them feel empowered so that they can be autonomous students who do not solely depend on the teacher feedback, mentioning the saying, “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.” This summarizes why training is an essential part of peer feedback since by giving training, one educates the students to help their friends as well as being critical of their own writing and progress (Lee, 2017). In other words, giving students a written peer feedback training contributes to their writing skill in the long haul.

Another factor that makes training a must is the fact that it leads students to look at higher level issues such as organization or content of a piece of writing (Stanley, 1992; Subaşı, 2002; Min, 2005; Rahimi, 2013). With the help of a training, students can notice global issues like content and organization, and they do not linger on local and visible issues of a piece of writing like grammar, vocabulary or mechanics. In other words, written peer feedback training provides students with the necessary knowledge and strategies to give effective peer feedback that covers more than visible issues.

In short, process approach of writing supports peer feedback as a healthy and solid feedback source and peer feedback is something that should be given more time and more place in the classroom considering its benefits for the students. Besides, with the help of written peer feedback training, giving and receiving peer feedback can turn out to be really lucrative for students. With these things in mind, the present study investigated the effect of written peer feedback training on the revision types the students make and the writing performance improvement of the students with the help of peer feedback at the end of the writing process. The opinions of the students regarding written peer feedback training and peer feedback practice were also explored in the present study.

1.2. Statement of the Problem

As important as it is, writing is not very popular among the students in language classrooms for some reasons. Also, teaching writing comes with a few problems that are not very easy to solve. Considering the fact that the product-oriented approach,

which is an outdated method, is still widely used in the writing classrooms, students' hesitance towards writing and the source of the problems can be understood. The limitations of the product-oriented approach cause some problems that turn the writing activity into something undesired for the students. (Hyland, 2010; Lee, 2017)

Nowadays, one of the reasons why students do not give writing the value it deserves because with the rise of the technology, writing has started to be seen as an old fashioned and unnecessary skill by most of the students. Fromkin, Rodman and Hyams (2003) show the electronic means of communication like cameras, films and television as the reason why students think writing is obsolete.

Moreover, considering that becoming a good writer requires for students to put a lot of effort even in their own native language, it goes without saying that being able to read and write in a foreign language takes a lot of time and determination. For this reason, the way teachers teach writing should provoke motivation and willingness. Yet, because of the atmosphere of the traditional writing classrooms that views writing as a piece of homework or as a part of an exam, students' motivation level decreases instead of increasing (Harmer, 2004).

Hedge (2000) mentions that writing is often just seen as homework as a result of some problems like time and syllabus and it takes place in environments where learning is not actually supported, stating that this causes poor writers to suffer alone while better writers do not get the chance to improve themselves. Most of the time, writing just turns into something that is done to get a good grade and the teacher is viewed as someone who gives the verdict. When teachers just give feedback to the final product, like simple error correction, this feedback is less about teaching students something and more about just giving them grades (Lee, Leong and Song, 2017). As a result, the process of writing is ignored, and students are evaluated based on just one performance. This situation pushes students to focus on local issues just to get good grades, not paying attention to content and organization as much as they should.

The participants of the present study had never taken a writing class before they started prep class at university. During the first quarter of their first semester at prep class, they had a Reading and Writing course. During this course, they learned how to write paragraphs and they were graded on those paragraphs. However, there were no definite rules of this course regarding the approach to use or the way to give feedback for the instructors. In other words, the instructors were free to use any approach and

any method to give feedback that they wanted as long as they made the students write their portfolios. While a few of the instructors chose process approach and multi drafting, most of the instructors tend to choose product approach, made students write one draft and graded it. Hence, the students saw writing as something that should be done to get a good grade in the classrooms and in the exams. As a result, most of the time, it was observed that they were passive and unmotivated when it came to write.

Besides the state of writing as homework or as an assessment tool for other skills, teachers' workload is another problem in the writing classrooms. Baker (2014) conducted a case study with three writing teachers and all of the findings pointed out to the fact that writing teachers' workload is often higher than the other teachers and this causes teachers not to have enough time to prepare for the class and not to be able to pay individual attention to the students who need it. This reflects the case that the setting of the present study is in as the writing teachers have other classes that they need to teach, and they have to teach for about 25 hours in a week. Apart from this, they have to keep up with the busy teaching schedule and exams, which have a writing section that gives students no chance to prepare or create an outline before writing. These are factors they run their writing classrooms. Considering these facts, using the process-oriented approach, multi drafting process and giving constant feedback to student drafts might be quite challenging for the writing teachers on top of all of their heavy workload.

On the one hand, teachers' hesitance towards the process-oriented approach can be understood with the help of the factors mentioned above. On the other hand, writing just one draft and getting feedback in the form of error correction can make students lazy. When students do not experience the drafting process and build their ability to write by trying again and again, they do not have the chance to improve their capacity to write better. That is why, applying a multi drafting process in the writing classroom and giving students constant feedback are essential factors to have a functional writing classroom.

Considering the aforementioned things, teachers do not have to be the only source of feedback during the process of writing. A very good alternative to teacher feedback is peer feedback. Peer feedback has the potential to be the answer of a lot of the stated problems above as it makes students take responsibility, become critical thinkers, become active writers, become active readers and enjoy the writing process

(Harmer, 2004; Rollinson, 2005; Min, 2005; Rahimi, 2013). When a teacher gives feedback to 20 students in a row, it is perfectly normal for her to miss some things or become repetitive in terms of feedback after a while, but when a student evaluates another student's paper, there is a collaborative relationship between them that is unique. For these reasons, conducting the present study in this setting is valuable in order to see what EFL prep school students could do in terms of peer feedback and if peer feedback could solve the problems that were being experienced.

In order for the peer feedback activity to be effective, giving students a training is quite important. Before the data collection procedure of this study, a pilot peer feedback session was carried out with the participants and it was found out that the students were mostly able to notice visible and local issues such as grammar, vocabulary, punctuation and spelling on their peers' papers without receiving a peer feedback training. These findings suggested that they lacked critical thinking and analyzing skills related to writing and they were not competent enough to find out issues related to content and organization. This might be the result of being passive in the writing classrooms and being used to getting error correction on local issues all the time. Hence, to make the participants of the present study to turn into critical thinkers in terms of writing, the need for a written peer feedback training was obvious.

Finally, considering the fact that all of the participants of the present study were all English Language and Literature students and they needed to make use of their writing skills both in their academic life and future career, something was needed to be done in order to change their attitudes towards writing. That is why, process approach and peer feedback were chosen as the answers to solve the problems. Nevertheless, a good peer feedback practice cannot be realized without a good training.

For this reason, the departure point for the present study was to investigate the effect of giving students written peer feedback training. By comparing a group that received written peer feedback training with another one which did not, the present study aimed to find out the effect of giving written peer feedback training to the students on their peer feedback giving skills in terms of the types of feedback that they give and their writing performance.

1.3.The Purpose of the Study

It is hard to ignore the benefits of peer feedback in terms of making the writing

classes more interesting and effective for students as it can help students to develop their critical thinking skills, improve their writing ability and help them to develop their social skills in the feedback giving process.

Peer feedback can be given in various forms such as written peer feedback, oral peer feedback and online peer feedback. For the present study, written peer feedback was chosen since students were used to getting written feedback from their teachers. Furthermore, as all of the participants of this study were going to study English Language and Literature, being a good writer was quite important for them because they were going to be responsible for writing essays as homework or during the exams. In other words, they needed to be proficient writers to be able to graduate from their department. Hence, they must develop their analytical and critical thinking skills when it comes to writing.

With the help of written peer feedback training and giving written peer feedback, they can have the chance to become more efficient at looking at writing from a critical point of view. Moreover, most of these students were dreaming about becoming English teachers or editors, so having a good command of writing and being able to look at writing with a critical eye carry the utmost importance for these students. For these reasons, written peer feedback was thought to be the answer for these students' needs related to their academic life and their future career. By making students give written feedback, observing the improvement of the students throughout the process can be easier and following the changes in the quality of feedback given could become a more valid and reliable data collection procedure.

As it was mentioned above, the setting of the present study experienced some problems related writing. The students were required to keep a writing portfolio on which they were graded. This portfolio grade was one of the contributors to their final grade to pass the prep class. Hence, the students were not enjoying the act of writing because they saw it as a part of their exams. They did not focus on learning as much as they were focused on getting good grades. Also, there were some differences between the instructors in terms of the way they conducted their writing classes. While some of the instructors chose to implement a multi drafting approach, most of the instructors implemented a product approach and graded students on a single draft. Teachers' workload, combined with the exam restrictions and busy schedules, might have pushed the teachers to choose product-oriented approach of writing most of the

time. That is why, as the students did not get as much feedback as they needed, they were not able to develop their writing skills and critical thinking skills in their writing classes.

For these reasons, peer feedback was chosen to be implemented in the present study. Written peer feedback training is an essential issue in order to make the peer feedback practice worth its while. Hence, the aim of this present study was to investigate the effect of written peer feedback training on the types of feedback that the students give. In order to achieve this aim, 34 EFL students were divided into two groups as the experimental and the control group. While the experimental group received written peer feedback training, the control group did not get any training. Both of the groups were asked to produce two essay types, opinion and narrative, during the process and they gave peer feedback to their friends' essays using the peer feedback sheets that were designed especially for the tasks. After they gave peer feedback, their feedback was categorized using the taxonomy named "The Coding Scheme for Students' Written Comments" (Zhu, 1995, p.521). Moreover, "The Rating Scale for Students' Written Comments" was used to find out if students' revisions were relevant or not (Zhu, 1995, p. 522).

As for the other aim of the study, whether the students' writing performance improved or not was investigated. Comparing the second drafts of the experimental group and the control group, the effect of training on writing performance was revealed. Moreover, looking at the third drafts of the students in both of the groups, the overall improvement of the students as a result of the process was found out. With the information at hand, the effect of peer feedback and teacher feedback was compared in order to calculate the effect size. By doing so, the effect of written peer feedback training was further analyzed. In order to carry out these analyses, paired samples t-tests, independent samples t-tests and a post hoc analysis were utilized.

Finally, an interview was conducted with six students from the experimental group and four students from the control group so as to find out their opinions related to the peer feedback practice and peer feedback training activities. The objective of conducting the interviews was to see if training had any effect on the experimental group in terms of leading them to have more positive opinions regarding peer feedback compared to the control group. In other words, it was aimed to find out if having peer feedback training caused the experimental group have more positive opinions.

1.4. Research Questions

Considering the aims that are mentioned in the previous part, the present study was designed to answer the following research questions:

- 1) Does written peer feedback training have an effect on the type of the peer feedback that Turkish EFL students give to their peers' essays?
- 2) Is there a difference between the trained group and the untrained group in terms of their writing performance at the end of the process?
- 3) What are the Turkish EFL students' thoughts and opinions about the peer feedback training and peer feedback practice?

1.5. Significance of the Study

In the literature related to writing and peer feedback, there are some studies which have investigated the effect of peer feedback on students' writing performance, writing efficacy or writing anxiety. There are also a lot of studies which compared peer feedback with teacher feedback in many ways. Another popular research area is benefiting from technology to make students give peer feedback. Nonetheless, written peer feedback training has also been the interest area of some researchers, but there have not been many training related studies in the Turkish context. For this reason, it is hoped that the results of the present study will contribute to the Turkish setting.

Furthermore, the setting and the participants of the present study are the other factors that make the present study significant. The participants of this study, who were EFL pre-intermediate students, were studying at prep school. Before starting to study at prep class, they did not have any writing classes. Introducing them to the practice of writing essays with the help of peer feedback practice and giving them peer feedback training to make them have a more critical eye and professional approach to writing were very important. The proficiency level of the participants makes the present study significant in terms of showing that peer feedback practice can be carried out with pre-intermediate students who did not have many writing experiences with the help of a good peer feedback training program.

The method and the training program that was used could shed some light into the peer feedback training area. In order to reach healthy and reliable results, both qualitative and quantitative methods were utilized while gathering the data of the present study. The findings that were revealed by analyzing students' peer feedback

sheets were supported by the grading their drafts and the findings of the interviews. Furthermore, a written peer feedback training program that was suitable for the proficiency level of the students and the nature of the writing class was designed by the researcher by analyzing the previous training methods and making some adaptations.

Moreover, considering the fact that all of the participants of this study were English Language and Literature students, it was intended to motivate these students by teaching them how to give peer feedback. Also, because most of the participants stated that they would like to become English teachers or editors in their future, teaching writing, editing and writing will form the important parts of their future career, as well. For this reason, the present study was designed to help the students to become good writers and critical thinkers while giving feedback.

To sum up, it can be stated that the present study can be a significant contribution to the writing context because it focuses on the effects of written peer feedback training, which has not been done a lot before. In order to reach this aim, it gathers the data from a group of pre-intermediate EFL students who did not have many experiences related to the process approach of writing. Moreover, the present study collects the data with both qualitative and quantitative methods, using a specially designed training program for the participants. Hence, the present study and the findings of it would contribute to the Turkish context in this area and it will be a good source for the writing teachers and the researchers who are interested in this area. The results might even be an inspiration for writing teachers who are hesitant about using peer feedback with novice writers.

1.6. Definition of Terms

Some important terms will be defined in this section in order to make it easier to read the rest of the chapters.

Process Approach: A multiple draft process which consists of generating ideas (pre-writing), writing a first draft with emphasis on content (to discover the meaning and the author's ideas), second and third (and possibly more drafts) to revise ideas and the communication of these ideas (Keh, 1990, p. 294).

Feedback: Revisions and suggestions from a reader to a writer in order to improve the quality of the piece of writing.

Written Peer Feedback: The act of students reading and evaluating each other's essays to give feedback and suggestions.

Opinion Essay: The kind of essay in which the students give their opinions related to a topic and support their opinion with reasons and examples.

Narrative Essay: The kind of essay in which the students narrate an event considering the chronological order and tense shifts.

Global Comment: A peer comment that was done on issues related to meaning such as organization and content (Zhu, 1995, p.521).

Local Comment: A peer comment that was done on issues related to surface issues such as grammar, vocabulary and mechanics (Zhu, 1995, p.521).

Evaluative Comment: A peer comment that refers to the general overview of the essay (Zhu, 1995, p.521).

CHAPTER 2

2. LITERATURE REVIEW

2.1. Theoretical Background

This chapter supplies some information related to the literature related to peer feedback and provides some example studies regarding the positive and the challenging outcomes of peer feedback and peer feedback training.

2.1.1. Approaches to teaching writing

Writing is one of the most vital and important skills people can make use of in their life. Without the ability to write, what a person can achieve in their life may actually be quite limited. However, as vital as writing is, the view towards it is surprisingly disregarding most of the times. Harmer (2004) starts his book *How to Teach Writing* with a quotation from Winnie the Pooh by A.A. Milne that states “This writing business, pencils and what not, overrated if you ask me” (Eeyore, Winnie the Pooh by A.A. Milne as cited in Harmer, 2004, p.1). This perfectly summarizes how some students see writing today.

Even if this is just a sentence that is uttered by a fictional character in a cartoon series, it perfectly sums up what most of the students still think about learning writing even today. To make it clearer, it can be said that writing is a skill that is usually seen as overrated or taken for granted by students. They tend to think that as their grammar, vocabulary and other skills develop, it is also quite natural for their writing skill to develop. Moreover, they tend to put more of their focus onto their speaking or vocabulary, the skills that they can show off with. However, writing, let alone writing in a foreign language is a skill that needs to be worked on since writing is more than just putting correct grammar and suitable vocabulary together. Creating meaningful and coherent content is as important as using correct linguistic features (Hedge, 2000; Lee, 2017).

With this being said, it cannot be denied that teaching writing is a challenging and demanding task. In the literature, there are some approaches that can be found related to teaching writing. Two of the most widespread ones are *the product-oriented writing approach* and *the process-oriented writing approach*. Since the main focus

point of this study is to investigate written peer feedback training and written peer feedback, the process approach is discussed thoroughly in this section. Moreover, to make the process approach more, the product-oriented approach is also explained.

2.1.1.1. *Product oriented writing approach*

As it was discussed above, students tend to dislike writing and find it as a burden nowadays. One of the reasons why students may be feeling this way and seeing writing as this burden that is actually unnecessary might be the extreme popularity of *the product-oriented approach* in teaching writing. As the name itself suggests, *product-oriented approach* only focuses on the finished product of writing. Drafting, editing or writing cycle are not the components of the product-oriented approach. In other words, a student is given a topic and asked to write just one draft about that topic (Harmer, 2004). How that student writes or what that student goes through while writing is not very important as long as the student manages to come up with a product good and presentable enough.

In other words, students write something without going through the process of writing that includes planning, drafting and editing and the teacher uses the red pen to correct the errors and grade the piece of writing. Students reach to an idea about their writing performance just by looking at that grade and if the teacher's expectations and the student's product do not match, the result is usually not very motivating and encouraging for the student. Lee (2017, p.56) explains this problem by stating that the product-oriented approach is unable to convey a sense of achievement for the students and lacks meaning as students just get overwhelming information related to their mistakes 'by the flood of red ink.' As a result, they turn into unmotivated writers who do not see writing as something that would help them. In time, the writing activity turns into something students do not see as a learning opportunity.

What is more, this product-oriented writing approach makes students see the teacher as the only authority and as an examiner (Harmer, 2004). The sole authority of the teacher might be a factor that fosters students' lack of contribution to the writing activity as the power gap between the teacher and the students is big and this can be a source of anxiety for the students. Having the teacher as the highest authority in the classroom might cause students to abstain from stating their opinions or ask questions. As a result, students turn into passive recipients and start seeing writing as something

they just need to bear with to get a good grade and make the teacher happy. Besides, it can be hard for students to develop their cognitive skills or writing skills when they just focus on pleasing their teacher. They just write and organize their ideas according to their teacher, losing all the creativity and fun along the way (Hyland, 2000).

Another factor that has a part in making the product-oriented writing approach not work is the type of feedback it mostly offers. Because the product is the most important thing for the product-oriented approach and there is only a single draft that is written and evaluated or graded, this correction or feedback becomes mostly futile and irrelevant by the time it returns back the students. Focusing only on to the product and ignoring the process, it might too late to give feedback to what the students write after all the errors are made and what is done is done because the students do not get the chance to write another draft. Moreover, from a student perspective, seeing corrections and marks on their papers must get old after a while and some of the students even stop really looking at their papers because they lose their motivation and do not find it beneficial for them. According to Williams (1996, p.9) “pointing out and correcting the mistakes in a paper after it was graded is as useful as mentioning to beginner cooks that their souffles did not rise because they left out the eggs.” That is, correcting students’ mistakes and not giving them a chance to correct these mistakes themselves are not as efficient as taking precautions and stopping students from making that mistake or giving them the opportunity to correct that mistake during the process.

Another limitation of the product-oriented approach is the fact it might cause writing to turn into a writing for learning’s sake activity. If writing aims to improve other skills and serves as a way for students to learn and practice other skills such as grammar, vocabulary or spelling, it is called *writing for learning’s sake* and it is quite different from *writing for writing’s sake* (Harmer, 2004). Writing for writing’s sake can be defined as actually teaching how to write in different genres and the writing process to the students. What most of the teachers do in product-oriented classes is writing for learning’s sake as stated before and it leads students to view writing as something boring and not necessary without the other skills. As a result, students tend to see writing only as a tool that will help them to improve their competence in vocabulary and grammar. According to Tribble (1996), the dilemma in EFL classes regarding writing for learning sake or writing for writing sake might be challenging

since writing is not an easy skill to learn and use, so not everyone needs to be an expert in writing. In other words, Tribble (1996) hints that it is not easy to teach writing, especially to EFL students, because there might not be a solid reason for them to learn how to write in English since they are unlikely to be in social situations that will require them to make use of this skill (Tribble, 1996). In order for a student to become motivated to learn writing for writing's sake, there must be a reason.

When thought about it briefly, a lot of reasons can be found for EFL students to learn writing for writing's sake. For example, the Turkish EFL setting, which also happens to be the setting of this study, offers students a lot of reasons to learn writing for writing's sake. Especially at tertiary levels, the medium of instruction can be in English and this requires students to produce written academic products such as exams, essays, research papers, reports, homework and presentations. Moreover, the participants of this study are students of the English Language and Literature department, so writing for writing's sake carries a vital importance for them. It might be true the reason why they need to learn writing for writing's sake may be different from an L1 learner, but it is undeniable that they need to learn how to write in English for writing's sake.

On the one hand, it cannot be denied that using writing for learning's sake is very popular in classrooms as writing gives the students the chance to put what they learn in terms of grammar and vocabulary into practice in many ways. This is something absolutely important and needed. On the other hand, though, teaching writing for writing's sake puts the spotlight on teaching students how to write in different genres and for different purposes in the target language. It is also very significant as learning how to produce written products in the target language is something EFL learners need to be good at for many reasons as well. For these reasons, the product-oriented approach is not something that is applied in the present study's settings.

2.1.1.2. *Process oriented writing approach*

As stated above, it is crucial to make students see writing as something they can enjoy and learn from while they are actually producing something, and *the process-oriented writing approach* seems to be a good way to achieve this. With the rise of the process-oriented writing approach, the process of writing became more important than the product itself. What students do as they write, how they create and generate ideas

and what they learn in the process gained importance and giving students correct and healthy feedback became a huge part of teaching writing. Since process approach comes from the idea that teaching writing in a foreign language should be similar to teaching writing in a first language, just focusing on the surface errors gave their place to more meaningful revisions such as peer feedback (Hyland, 2010; Lee, 2015).

According to Hedge (2000), the process approach of writing views writing as thinking and discovery. Hedge (2000) continues with mentioning that writing is the result of using strategies to manage the composing process which is quite complex, difficult and unspontaneous for foreign language learners. However, it is in that complexity and difficulty that students find themselves as better writers.

Another definition of the process-oriented approach comes from Keh (1990). Keh describes process approach as *“a multiple draft process which consists of generating ideas (pre-writing), writing a first draft with emphasis on content (to discover the meaning and the author’s ideas), second and third (and possibly more drafts) to revise ideas and the communication of these ideas.”* (p. 294). Getting feedback in every single stage and reader involvement are the things that make this approach work.

Even though the process-oriented approach is still not as popular as it should be, especially in EFL classes, this approach is not something new. According to Keh (1990), process-oriented writing approach started gaining popularity in the early 1970s. First, it was quite popular and implemented in L1 writing classes and then it started to be used in ESL and finally in EFL classes. Also, Zhang (1995) and Hyland (2010) claim that the focus on the process-oriented approach in ESL writing was a result of its popularity in L1 classes. Furthermore, Tribble (1996) indicates that process approach in writing was born as an answer to the traditional approach, which is the product-oriented approach. Tribble (1996) also mentions that process-oriented writing approach is interested in the whole cycle of writing, not just the final product and describes the approach like this:

- Pre- writing
- Composing/ drafting
- Revising
- Editing

As one might easily understand from looking at the steps put forward by Tribble (1996), the writing process enables the writers to get ready, compose their ideas, revise

their ideas and make necessary edits when they need to during the process. One can go back and through the steps as they wish and need, making their writing stronger.

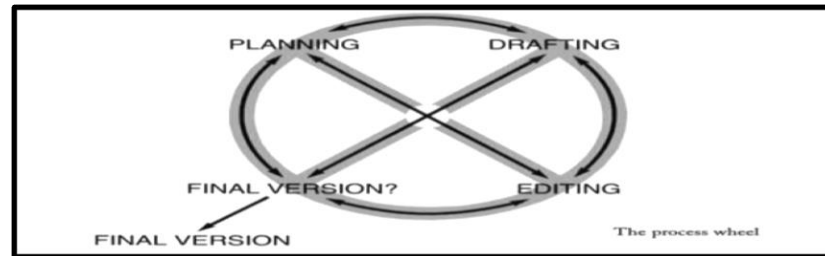


Figure 2.1: Harmer's Process Wheel (Harmer,2004, p.6)

Another good description of the process approach of writing comes from Harmer (2004). According to the "process wheel" in Figure 2.1, there should be a cycle of writing, consisting of planning, drafting, editing and the final version. As it can be easily obtained from the process Wheel in Figure 2.1., writing is definitely not a linear activity that ends up with a product and a grade. It is actually a recursive activity that starts with planning, drafting and then editing, but anytime during this cycle, the writer can go back to re-plan, re-draft or edit something again easily (Harmer, 2004). Furthermore, Cooper (1986) states writing process is a recursive cognitive activity and it involves certain universal strategies such as pre-writing, drafting and editing. With the help of this process cycle, the writing experience has the potential to turn into a conversation between the writer and the reader, making the whole process more open to learning from feedback and helping students to get motivated to learn at the same time.

As Harmer (2004) puts forward, this writing cycle in Figure 2.1. works every single time we write regardless of what we write. It does not matter whether we write a shopping list, a love letter, an argumentative essay or a dissertation thesis. How much focus we put on the different stages of this cycle depends on the task we have at hand, the medium we are writing in and who our reader is. In other words, as this cycle and process are such essential elements of writing, it would not be practical to overlook or ignore the process when writing in a foreign language.

There are a few key elements that students need to be competent at to be efficient writers. These can be counted as knowledge of content and context, knowledge related to language and knowledge related to how to proceed and metacognition (Tribble,

1996; Strijbos *et al*, 2010) and these key elements can easily be obtained through implementing process-oriented writing approach. It should be stated that every step in the writing cycle is equally important as each step enables the writer some information regarding the key elements mentioned above. For example, it would not be efficient to start writing without a well implemented pre-writing stage which will enable students time and chance to brainstorm and come up with ideas for their writing. In pre-writing stage, students' minds will be busy trying to develop ideas for their writing and trying to find solutions for the possible problems. During this stage, students can recall old information and relate what they know with what they have just learnt. Creating mind maps or lists to guide them is an option that can be used (Lindemann, 1982 as cited in Bahçe,1999). They can also make use of other pre-writing activities such as free writing, listing, semantic mapping, looping and cubing (Leki,1991). These activities provide the necessary content and context knowledge for the students. Language system knowledge is also something that the students can take care of during the writing process by getting feedback and learning from it. Writing more than one draft and having their drafts edited can assist the students to become more competent in terms of language system knowledge. Moreover, of course, knowing the writing process may help students in a lot of ways such as making them produce well organized writing pieces, be autonomous, decrease their writing anxiety and internalize what they are doing.

Of course, with the implementation of the process-oriented approach, teachers' roles have also changed in a big way. With this in mind that it is worth mentioning that as Cooper (1986) stated that one of the reasons why the product-oriented approach had to leave its place for the process-oriented approach in the writing classrooms was the lack of motivation that the teachers were beginning to experience. In other words, the product-oriented approach can even be unbearable and demotivating for teachers, let alone students. In the light of this information, it goes without saying that the tasks of the teacher have changed in a way that can also make teachers feel more beneficial and more motivated as their only job is not just grading anymore. They can edit, help, response and guide their students through the process (Harmer, 2004; Lee, 2017).

Moreover, Hedge (2000, p. 307) comes up with a few key principles that would make the teacher's job easier when applying process approach in their writing classrooms. These can be counted as "helping students generate ideas, providing

practice in planning, contextualizing tasks to develop a sense of audience, encouraging students in revision strategies and supporting students with technology.” All of these ideas can be implemented in a writing class, making both the teachers’ and the students’ job easier because of the collaborative and the constructive effect they can produce. In other words, applying the process approach, as challenging as it might be, provides a lot of benefits for the students and the teachers as well (Diab, 2011).

2.1.2. Sources of feedback

The term “feedback” can be defined as “information that is provided by an agent such as a teacher, a peer, self or experience related to the aspects of one’s performance or understanding (Hattie and Timperly, 2007, p. 81). Feedback is a vital part of teaching and writing learning as it supplies necessary information to a student for their development of writing skill. Keh (1990) puts forward that getting feedback helps the writer to identify issues such as confusing parts, organization issues, wrong vocabulary usage or grammar mistakes.

According to Nicol and Macfarlane-Dick (2006), feedback practice should have seven qualities in order to be effective and to lead to some improvement in students. These qualities can be ordered as helping clarify what good performance is, facilitating self-assessment, delivering valuable information to the students, encouraging both teacher and the peer dialogue, fostering motivation and self- esteem, providing opportunities reach the desired level for the students and providing information to teachers that will help them to design their teaching activities.

In the light of the issues discussed before, teacher is not the only source that the students can get feedback from. The sources that the students can get feedback from can be counted as teacher, peer and self-assessment. Considering the nature of this study, written peer feedback is the one that is thoroughly explained in this section. However, to be able to make the distinction between peer feedback and the other sources get better understood, teacher feedback and self-assessment are briefly discussed, as well.

2.1.2.1. *Teacher feedback in writing*

It can be easily said that teacher feedback is the most common way of giving feedback to the students in all education field. Basically, teacher feedback refers to the

interaction between the teacher and the students as an effort to make students aware of their learning and progress. Harmer (2004) expresses that teachers have different roles when they give feedback and they may go back and forth between these roles. To be clearer, these roles can be counted as the audience, the assistant, the resource, the evaluator and the editor.

Most of the time, however, it can be very difficult for teachers to fulfill all of those roles for many reasons. They tend to see themselves as the evaluator or the editor sometimes, but mostly they can turn into a grader who just wants to go through the papers on their stacks (Baker, 2014). Moreover, Lee (2008) mentions that teachers have the tendency to see giving feedback as error correction and give direct or indirect feedback to the students. While direct feedback just points out the error for the students, indirect feedback gives some clues like correction symbols to make the students think and find the error themselves.

However, giving feedback requires more than just correcting errors in the form of direct or indirect feedback. Lee (2017) notes some guiding principles for teacher feedback to be more effective. The first one is selecting some target issues and focusing on them since less is more. Instead of covering pages after pages with corrections, selecting areas to focus on can be really beneficial. The second one is responding to errors selectively, which shares the same logic as the first principle. Next, Lee (2017) suggests using feedback to diagnose strengths and weaknesses, not just focusing on the errors. Getting feedback related to a strong point can be really motivating for a language learner. Adopting a balanced approach, being concrete and constructive, giving individual feedback to the students according to their needs, using feedback to motivate students to learn more and integrating feedback to teaching are other principles that are offered by Lee (2017). However, doing all of these things at once can be really difficult for a writing teacher who already has a lot of responsibilities and may cause burn out.

Another thing that should be mentioned is the fact that Zhao (2010) claims that teacher feedback can turn into something ‘formulaic, arbitrary and confusing’ in students’ eyes because most of the L2 teachers give similar feedback, focusing only on linguistic features. It is perfectly understandable how a student can view feedback like this if there is no communication between the teacher and the student related to the feedback. Considering the fact that teachers are authority figures, students may be

hesitant to ask questions to them. Moreover, Hyland (2010, p.179) states that teacher feedback can turn into a ‘one size fits all’ approach of feedback because of the focus of error correction as Hyland (2000) claims that teachers have a tendency to just fix a text. This might cause students to lose their individuality and just fit the mould of what is wanted from them as they are just corrected without going through the needed cognitive process that would enable them to learn.

2.1.2.2. Peer feedback in writing

As important as teacher feedback is, it is not just teachers who can provide feedback to a piece of writing. *Peer feedback* is a strong alternative for teacher feedback in process-oriented writing classes since it fits the writing cycle perfectly. This section explains the term peer feedback, how peer feedback fits in the writing process and the effects it has on students and their writing performance.

Peer feedback, which happens to be a great alternative to teacher feedback, can be defined as the use of learners as information and feedback sources by other learners in a way that would enable them to comment and critique on each other’s drafts (Hansen and Lui, 2005). Peer feedback can also be described as “*an agreement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status.*” (Topping, 1998, p. 250 as cited in Ayar, 1999)

Finally, Villamil and de Guerrero (1996) describes peer feedback as a big opportunity for students to discuss their content and help each other to develop their writing skills, by stating that the exchange and the interaction that the students experience while giving feedback help students to advance their writing. They conclude by saying that “Peer revision is not only the spark that activates the collaboration but also the spark that ignites the collaborative process.” (Villamil and de Guerrero, 1996, p. 70)

When the literature is examined thoroughly, it is impossible to miss the benefits and advantages of using peer feedback in the writing process. First of all, according to Rollinson (2005), reading other their peers’ work makes students more critical of their own writing and this helps them develop their critical thinking skills. Noticing their peers’ mistakes and the similarities between themselves and their peers in that sense can help students to approach their writing in a more critical way. In other words,

giving and getting peer feedback enables students to turn into self-reliant, self-critical and self-editing students (Liu and Carless, 2006; Thomas, Martin and Pleasants, 2011; Farrah, 2012; Lee, 2017; Loan, 2017).

Furthermore, as a result of giving and receiving feedback, students can end up learning skills such as arriving at a consensus, debating, negotiation, questioning, asserting and defending their ideas and reasons (Keh, 1990; Paulus, 1999; Rollinson, 2005; Liu and Carless, 2006; Farrah, 2012).

Trying to communicate with their peers to relay their ideas, explaining reasons and defending their arguments might give students plenty of opportunities to work on these skills and to develop them. Moreover, learning how to use these skills can foster their critical reading and analysis skills.

It goes without saying that giving and receiving peer feedback definitely gives students the chance to be autonomous and self-reliant learners (Hansen and Lui, 2005; Yang, Badger and Yu, 2006; Lui and Carless, 2006; Farrah, 2012; Loan, 2017). Since their job is actually to respond somebody who is waiting for their feedback, students tend to take their reviewing job seriously. As it mentioned before, giving feedback to a peer fosters their critical thinking skills. Moreover, as students have the chance to communicate with each other while giving and receiving feedback, they can set the pace and follow their own pace, keeping track of their own writing improvement and learning. Practicing these skills on their peers' writing prepares the students to become self-critical and self-reliant of their own work, as well. Hence, they can become autonomous with the help of the peer feedback practice.

Another benefit of peer feedback is the fact that it creates a real audience for the students so that their only reader and judge will not be the teacher (Keh, 1990; Paulus 1999; Harmer, 2004; Rollinson, 2005; Lee 2017). With the help of this real audience, students start seeing writing as what it is: a communication between the reader and the writer and it stops just being something that they do to get a grade to pass the class. As a result of this change in their view towards writing, students can start seeing both their teachers and the peers as evaluators and feedback givers (Harmer, 2004) and getting peer feedback might end up making students feel like real writers who is trying to convey a message to their readers (Darling, 1992 as cited in Ayar, 1999). Jiang and Yu (2014) also underline some research findings that writing cannot be considered as an individual task any more. It requires scaffolding that is done by peers. In other

words, communication between peers and having an audience really helps students to create better work.

Peer feedback is valuable in the sense that it creates a collaborative and interactive environment, helping students to scaffold (Villamil and de Guerrero, 1996; Hyland, 2010; Kennette and Frank, 2013). This opportunity paves the way for a more active learning environment for students. When a student receives feedback from his peer, he has the chance to evaluate, think and even disregard this feedback if he wants to. He can ask his friend to explain what is meant further and they can reach a consensus. He does not have to obey what the teacher says and follow the red marks. As a result of this, he can pace his own learning with the help of his friends (Keh, 1990; Harmer, 2004). This also shows that peer feedback is less authoritarian than teacher feedback in students' eyes and this might decrease writing anxiety and increase self-confidence (Jahin, 2012; Kaynak, 2017). As a result of this more relaxed and confidence boosting environment, even less advanced or low proficiency students can benefit from peer feedback (Min, 2006; Lundstrom and Baker, 2009).

Peer feedback is also very helpful in terms of getting the burden off from the teachers' shoulders and making the writing process more student centered instead of teacher centered. It saves the teachers' time and gives the opportunity to have more chances for better instruction (Keh, 1990; Rollinson, 2005).

Last but not least, peer feedback is a good alternative in terms of making students see their mistakes without even looking at their own papers. According to Berg (1999), with the help of peer feedback, students realize their own shortcomings when they are actually finding out their peers' shortcomings. This situation makes them realize that they are not the only ones who make those mistakes. Furthermore, as a result of giving peer feedback, they can start to have an eye for the commonly made mistakes and become self-critical. In other words, giving and receiving peer feedback is a learning opportunity that a teacher cannot give to a student. Only a peer can provide this opportunity to a peer (Berg, 1999; Min, 2005; Rahimi, 2013).

However, the literature also presents us with some shortcomings and disadvantages that the peer feedback practice can have. These shortcomings or disadvantages can be counted as students not being competent enough to give feedback (Nelson and Murphy, 1993; Hansen and Lui, 2005; Hu, 2005; Min, 2006; Strijbos, Narciss and Dünnebier, 2010; Wang, 2014; Lei, 2017) and just focusing on superficial

and local issues as a result of not being knowledgeable enough (Connor and Asanavage, 1994; Nelson and Carson, 1998; Lei, 2017), teachers not choosing to implement peer feedback in their classes because of finding it difficult or time consuming, exam restrictions or the need to hold the power in their hands (Keh, 1990; Rollinson, 2005; Hansen and Lui, 2005; Lui and Carless, 2006; Lee, Mak and Burns, 2015), students not valuing their friends' feedback as they do not see it as efficient or important as a teacher's or a native speaker's feedback (Harmer, 2004; Rollinson, 2005; Hu, 2005; Strijbos, Narciss and Dünnebier, 2010) and finally students hesitating or finding it difficult to point out their friends' mistakes (Nelson and Carson, 1998; Wang, 2014).

2.1.2.2.1. Peer feedback training

Even if the issues and problems related to peer feedback practice that are mentioned in the previous part seem like they are hard to tackle, they are actually quite easy to solve. Firstly, to avoid these problems and complications that might arise, peer feedback process should be set very carefully and giving a written peer feedback training beforehand about how to give and receive feedback to the students is a must. A good training has the potential to overcome all of the difficulties stated above.

Keh (1990) puts forward the importance of training before the peer feedback process, claiming that the first step of using peer feedback in the writing class is to train the students for the tasks they are going to give feedback to. Keh (1990) goes on further to mention that most of the students tend to go for lower order concerns such as grammar and vocabulary when giving feedback, but the implementation of peer feedback training moves their attention towards higher order concerns such as the development of ideas, organization and overall content of the writing (Harmer, 2004; Min, 2005; Rahimi, 2013; Hovardas, Tsivitanidou and Zacharia, 2014).

Moreover, for a successful peer feedback practice, the need for a training activity is undeniable as it presents the students with the required knowledge to give feedback and motivates them to take part in the peer feedback activity (Hu, 2005, Wang, 2014). When training is absent or lacking, students have difficulties giving feedback, focusing on incorrect or irrelevant points such as personal qualities or just giving a grade. In turn, this might cause student to deteriorate their writing performance rather than improve it (Noroozi, Biemans, and Mulder, 2016).

Berg (1999) also stated the importance of training for a healthy peer feedback practice and listed 11 steps that can help teachers who want to give a proper peer feedback training to their students and the steps can be mentioned as: “creating a comfortable classroom atmosphere and establishing trust among students ,explaining the role of peer response in the writing process, mentioning that even professional writers use peer response, modelling the teacher using peer response, having the whole class give peer response to a writing, encouraging them to use appropriate vocabulary and expressions, creating a response sheet together , making students give response to a collaborative writing project, enabling conversations among student authors, student responders, and the teacher, having revision guidelines and finally administering sample peer response sessions.”

Similarly, to Berg (1999), Rollinson (2005) came up with a few training concepts and ideas that would make peer feedback work efficiently. According to Rollinson (2005), most of the expected problems regarding peer feedback can be overcome by properly setting up training groups and giving adequate training to the students because a good training practice has the potential to stop destructive and inappropriate comments, help students deal with content and meaning and create a collaborative and supportive environment instead of a prescriptive and authoritarian classroom atmosphere that sometimes occurs as a result of the dominance of teacher feedback in the classes (Rollinson, 2005; Hansen and Lui, 2005).

With this in mind, Rollinson (2005) states pre-training objectives as raising awareness, productive group interaction and productive response and revision. Rollinson (2005) also comes up with some pre- training activities, dividing the training process into five parts. The first phase is the propaganda phase in which the students are informed about the value of peer feedback and talking about how it will be beneficial for them. Next, he suggests a class discussion about the role of the responder and the role of their peers as collaborators not correctors. After this, modelling and showing authentic peer comments to the class to discuss comes and a small group work where students write short texts and then respond to other group’s texts follows this step. Finally, Rollinson (2005) suggests finishing the training process with a discussion of effective revision and effectively giving peer feedback.

Another effective peer feedback training program comes from Hansen and Lui (2005). They mention some key principles and divide these principles into three groups

as things to do “before peer response”, “during peer response” and “after peer response.” Some of the “before peer response” activities that influenced the training that was given during the data collection procedure of the present study are planning when peer response should be introduced in the writing process, discussing students’ prior experiences, creating a comfortable atmosphere and helping students trust their peers, creating purposeful and suitable peer feedback sheets, modeling the process, giving students enough time to get used to the idea and setting up a mock peer response activity. Hansen and Lui (2005) also state two very important “during peer feedback” activities and these are encouraging students to negotiate meaning and monitoring students. These were also taken into consideration during the training process of the present study. Finally, they suggest integrating peer feedback into classroom activities as a “after peer response” activity.

Last but not least, another effective peer feedback training example from Turkish context is a study from Subaşı (2002). During the training process of Subaşı’s study, students were informed about the concept of peer feedback with the help of some articles and they were given some guidelines to follow when they worked on giving peer feedback. Also, students were given some example essays to help them all through the writing process from the first draft to the third draft. The aim of following these steps was to familiarize the students with the genres and introducing the task. Also, all through the process the students were encouraged to use a motivating and respectful language while giving feedback. All of these steps were adapted into the present study’s settings and used as steps of written peer feedback training, as well.

These tips and activities to use during training which were suggested by Berg (1999), Subaşı (2002), Rollinson (2005) and Hansen and Lui (2005) might seem time consuming and difficult to apply in the classroom, but they are quite essential so as to have an effective peer feedback practice. Moreover, teaching students how to look at a paper critically and edit it is not as time consuming or difficult as it seems and it is actually quite rewarding in the end (Lee, 2017).

In short, the positive effect of getting and giving written peer feedback on students in many areas is undeniable. However, a written peer feedback training must be given so that the possible problems or shortcomings related to peer feedback practice may be dealt with and the real merit and the value of the peer feedback can overshadow the problems.

2.1.2.3. Self-assessment

Another source of feedback that can be found in the literature is self-assessment. As the name suggests, self-assessment can be described as the students taking control of their own assessment and making judgements about their own work (Boud, 1991; Liu and Carless, 2006).

Self-assessment can obviously be very beneficial for students if it is done properly. Diab (2011) points out that peer feedback may cause some troubles since students may not always trust their feedback, so self-assessment can be more reliable for them. However, in order for this to happen students must be trained to focus on necessary linguistic structures and analyze the organization and content correctly. Lee (2017) mentions that making students deal with peer feedback first enables them to manage self-assessment better later since they have a chance to test out and learn giving feedback with the help of peer feedback. In other words, giving peer feedback ‘builds their capacity to conduct self-assessment.’ (Lee, 2017, p. 84)

Even though it is not as widely practiced as teacher feedback or peer feedback, there have been some studies that investigated the effect of self-assessment on students’ writing proficiency, mostly comparing it to teacher feedback or peer feedback. These studies have produced mixed results sometimes in favor of self-assessment and sometimes in favor of the other sources of feedback. Connor and Asenavage (1994) compared self-assessment with peer feedback and found out that self-assessment helped the students more. However, Diab (2011) conducted a similar study comparing peer feedback and self-assessment and found out that students who got peer feedback improved themselves more in terms of their content and organization.

As Diab’s (2011) results suggest, students can experience difficulties about finding missing points related to their content and organization when they try to evaluate themselves. Noticing grammar mistakes or vocabulary mishaps can be achieved, but content can remain lacking. Min (2006) gives the reason for this situation as the student’s inability to look at their text from an outsider’s perspective, going on to state that students who do self-assessment miss problems about main ideas, supporting details, redundant and irrelevant ideas and so on.

For this reason, as mentioned above, self-assessment can be a really good source of feedback for students only after they are trained to notice both global and local

issues on their papers. Peer feedback activities can also act as a good training opportunity for self-assessment. By assessing themselves, learning students can become autonomous, which is always a desired thing.

2.2. Empirical Studies Done on Peer Feedback

This section puts forward some example studies which have results related to the effectiveness and the challenging points of peer feedback. Also, the importance of peer feedback training is established with some example studies that are interested in peer feedback training.

2.2.1. Empirical studies on the effectiveness of peer feedback

Ever since the idea of the process-oriented approach in writing and peer feedback has gained importance, there have been a number of studies done in this area that aim to seek out the benefits of using peer feedback. However, the amount of studies which focus on training the students is found out to be small compared to the studies which focus on peer feedback itself. In this section, the studies that produced results in favor of peer feedback are explained first. Later, the studies that produced negative results are given as examples. Finally, this section ends by giving examples from the studies that investigated the effects of training on written peer feedback.

First of all, there are many studies that compare teacher feedback with peer feedback. One important study that compared teacher feedback with peer feedback came from Miao, Badger and Zhen (2006). In this study, the students were divided into two groups as the teacher feedback group and the peer feedback group. In peer feedback group, the teacher modelled how to give peer feedback by going through a peer feedback sheet beforehand. To gather the data, both of the groups took part in a multi draft writing process. Apart from this, a questionnaire was used to find out how useful the students found teacher feedback and peer feedback and which one they preferred. Lastly, an interview was carried out with some students.

According to the findings, in peer feedback group, 60% of the students found peer feedback useful while 22% of the students from the teacher feedback group found peer feedback useful. These numbers indicate that even with a short training session which only had modelling, peer feedback can be preferred by the students. Next, while 90% of the revisions that were done in the teacher feedback group was implemented, 67%

of the peer feedback revisions were used in the peer feedback group. The reason for this might be the fact that students stated that they found the teacher more professional, experienced and trustworthy, but they thought the feedback that was given by their peers seemed incorrect.

However, the rest of the results do not confirm this belief of the students. On the contrary, it refutes it in an efficient way because it was revealed that 98% of the revisions that was made as a result of peer feedback was successful while 79% of the revisions that were made as a result of teacher feedback was successful. In other words, the changes that students made as a result of peer feedback were more effective and helpful compared to teacher feedback.

This result may actually support the idea that since students find teachers as a source of authority, they cannot discuss and negotiate the meaning behind the feedback given as easily as they can do with their peers. This, in turn, may result in unsuccessful revisions or revisions that are done without really understanding their aim. As Miao, Badger and Zhen (2006) state, the oral interaction and the communication between the students in the peer feedback group helped them to understand almost all of the revisions.

Another significant point is that peer feedback group made more meaning changes (27%) compared to teacher feedback group (5%). This again might be a result of the solid communication between the peers in the peer feedback group, but according to Miao, Badger and Zhen (2006), this might be because of the low proficiency of the students as they feel inadequate to give feedback related to grammar and vocabulary. However, this claim contradicts with Faigley and Witte's (1981) claim which stated that inexperienced writers tend to go for surface level changes when they give peer feedback.

Also, according to the results, teacher feedback caused less self-correction compared to peer feedback and this shows that students in the teacher feedback group believed teacher comments without a second thought while the students in the peer feedback group checked the comments they were presented with and did some thinking on them. This might be considered as a benefit of using peer feedback since just correcting a written work by looking at teacher feedback without thinking about it or doing some research on it may cause students to lose their critical thinking abilities, creativity, and autonomy. Moreover, 70% of the peer feedback group claimed that

giving and getting peer feedback enabled them to learn from each other's strong points and get better in the areas that they are weak with the help of communicating with each other, stating that peer feedback strengthened their understanding and motivation to find better solutions for problems regarding writing.

Furthermore, Ruegg (2015) carried out a study to see the difference between students who received teacher feedback and students who received peer feedback. To see the writing improvement of students, a pre-test and a post-test were administered. The study lasted for one academic year and students wrote eight essays.

According to the results, there were no significant differences between the teacher feedback and the peer feedback groups in terms of organization, vocabulary, content and total essay scores. However, the teacher feedback group improved their score more in terms of grammar, which is a local issue. As the results of this study show, peer feedback produces the same outcomes as teacher feedback in terms of global issues such as content and organization even without a proper training. The results might be much more fruitful in favor of peer feedback with the help of a written peer feedback training.

There are also some studies that were carried out to investigate the effect of peer feedback on students' writing proficiency and linguistic ability. For example, Lundstrom and Baker (2009) conducted a study to find out if students who give peer feedback to their friends improve their writing ability as much as the ones who receive peer feedback and make revisions as a result of this peer feedback. The study also aimed to reveal if this improvement on writing was about global aspects or local aspects of writing. The participants were 91 ESL students who were in high beginner and high intermediate classes. Two high beginner and two high intermediate groups made the control group which received peer feedback, but they did not give peer feedback. The remaining two high beginner and high intermediate classes made the experimental group which gave peer feedback but did not receive any. Before the process started, all of the participants received a training that was suitable for their roles. To analyze the data, students in both of the groups were asked to write an essay both for the pre-test and the post-test. Those essays were evaluated by 7 teachers to have interrater reliability.

According to the results, the high beginner feedback giving group showed more improvement than the high beginner feedback receiving group overall and in terms of

global aspects. However, no significant difference was found between high intermediate feedback giving and receiving groups. These results are important in the sense that it shows beginner groups can also reap the benefits of using peer feedback implementation in the writing classes.

Furthermore, some studies looked at the effect of peer feedback on the affective factors that influenced the students. One example is from Kaynak (2017) who conducted a study with Turkish EFL prep school students to see if the implementation of peer feedback has an effect on the writing anxiety the students experience. The participants were 120 EFL learners whose proficiency levels were intermediate. These students were divided into two groups as the experimental group and the control group and they both had 60 students. While the control group only received teacher feedback, experimental group were given four weeks of training and five weeks of peer feedback practice without receiving any teacher feedback. To evaluate the data, Second Language Writing Anxiety Inventory (SLWAI) and structured interviews were used. Students completed this inventory in the first and the twelfth week. Moreover, 15 students were chosen for the structured interviews.

According to the results of the study, both the control group and the experimental group have decreased their writing anxiety significantly. However, the students in the experimental group showed a greater amount of decrease in their anxiety levels compared to the students in the control group. It was also found out that the students had positive attitudes and thoughts about peer feedback. They mentioned that they enjoyed working with their peers and their grammar, vocabulary and writing skill also improved as a result of giving and receiving peer feedback. The results of this study clearly indicate that peer feedback plays a role in decreasing students' writing anxiety and gives them the chance to improve their writing skill, as well.

Another area of research regarding the affective factors in peer feedback is about the stances students have during peer feedback implementation and their attitudes towards peer feedback implementation. A study related to manners and stances was done by Mendonca and Johnson (1994). They wanted to reveal the negotiations that took place among the students during a peer feedback practice. They found out that students enjoyed giving feedback to their peers, claiming that it helped them to see the lacking parts in their own writing as well and it also was beneficial about making them more creative regarding finding new ideas about writing (as cited in Subaşı, 2002).

A summary of the studies mentioned in this section regarding the effectiveness of peer feedback can be found in Table 2.1. below.

Table 2.1. *Empirical studies on the effectiveness of peer feedback*

Researchers:	Aim of the Study:	Results:
Mendonca and Johnson (1994)	to find out students' stances and attitudes towards peer feedback practice	It was found out that students enjoyed giving feedback, noticed the lacking parts of their own writing and became more creative.
Miao,Badger and Zhen (2006)	to compare teacher feedback with peer feedback and to find out which one students prefer	The peer feedback group preferred peer feedback and the students in the teacher feedback group preferred teacher feedback. Peer feedback group implemented less feedback than the teacher feedback group, but almost all of that feedback was successful. Students found teacher feedback more reliable.
Lundstrom and Baker (2009)	to find out if students who give peer feedback improve their writing proficiency as much as the ones who get peer feedback and to find out the type of the revisions students make	High beginner feedback giving group gave global feedback. It was found out that beginner groups can give feedback.
Ruegg (2015)	to compare the writing proficiency improvement of the students in the teacher feedback and peer feedback group	No significant differences were found between them in terms of organization, vocabulary and content. Teacher feedback group improved more in grammar.
Kaynak (2017)	to see the effect of peer feedback on students' writing anxiety level	Both teacher feedback group and the peer feedback group decreased their anxiety levels. Experimental group showed a greater amount of decrease.

2.2.2. Empirical studies on the challenging effects of peer feedback

There have also been some studies which did not produce a lot of outcomes to support the effectiveness of implementing peer feedback in the classes. According to Zhang (1995), even though many possible advantages of using peer feedback in L2 classes could be found written in the literature, there are actually some studies with findings that would not be helpful in supporting this claim. This section puts forward examples of a few of these studies and discusses possible improvements.

Wang (2014) conducted a study to see if students' thoughts about peer feedback change over time during a peer feedback practice and which factors affect this change. The study lasted for 36 weeks and the students wrote eight essays and one research

paper. Data were collected through questionnaires, interviews and students' reflective essays. At the end of the study, it was revealed that students' positive ideas about peer feedback diminished over the process of peer feedback and there were five factors contributing to this change. These factors can be given as students' knowledge of the essay topics, students' limited English proficiency, students' attitudes towards the peer feedback practice, time constraints of in class peer feedback session and students' concerns with the interpersonal relationships. However, with the help of a written peer feedback training, students could be taught about how to use their time more carefully and time restraints could stop being a problem. Also, a good training can help students worry less about their relationship with friends since it helps them see the process in a more professional and collaborative light. Last but not least, a training can make the students change their attitudes related to peer feedback practice as most of their negative opinions stem from the fact that they do not know how to give feedback.

The second study which produced mixed results comes from Strijbos, Narciss and Dünnebier (2010) who conducted a study that aimed to find out the effect that the content of the peer feedback and the competence of the students who give peer feedback have on the peer feedback performance and perception in an academic writing setting. In order to gain data, four experimental groups focusing on feedback content, concise general feedback, elaborated specific feedback and senders' writing competence level and a control group which did not receive any feedback were used. There was a pretest before the study and a posttest after it ended. The participants were 89 graduate teacher training students who were assigned randomly to the experimental and the control groups.

According to the results, the participants were mostly able to determine the competence level of the feedback giver since they matched elaborated specific feedback with competency in their minds. It was also found out that participants found feedback from a low competent peer less useful than feedback from a high competent peer. Also, elaborated specific feedback from a high competent peer was regarded as the most effective and almost teacher feedback like, but it produced more negative effect.

These results demonstrate the need for a training as students ignored the comments from the low-proficiency group while they found the high-proficiency group threatening. With the help of a training, students can learn the strategies to give

feedback in a non-threatening way. Moreover, training can be an opportunity for the low proficiency students to improve their writing and their peer feedback giving skills.

Furthermore, according to the post test results of Strijbos, Narciss and Dünnebier's (2010) study, groups with high competent feedback were outperformed by groups with low competency. This might be due to the fact that students who received elaborated specific peer feedback became too dependent on it and they did not do much to correct or search something themselves. This proves that spoon feeding students with elaborated and specific feedback as most of the teachers do all the time makes them lazier and less autonomous.

Another study which investigated the effect of peer feedback with not so fruitful results is in Turkish context. Ayar (1999) tried to implement peer feedback practice into her writing course with EFL students at Bilkent University, Turkey. However, it did not turn out to be very effective. The reasons why it failed might be the lack of training, the students thinking that the teacher was trying to lighten her workload by making them give each other feedback or students not trusting their peers' reviews. Considering all of these implications, Ayar (1999) conducted a qualitative case study to see how students take part in peer review process and what their roles were during this process.

According to the results, it was observed that none of the students revised their papers after the first three sessions and only one student revised his paper after the last session. The two students who did not revise at all revealed that they did not find their friends' review important, so they skipped revising their papers. However, in the interviews, all of the students stated that they found peer review helpful but mentioned that teacher feedback was the best and peer review could only be good if it was used with teacher feedback. In terms of training, two of the students said they did not need any training before the sessions while the most dominant and active student told the researcher that the peer review sheets were not enough and, thus, a training before the session would be better. It is interesting to see that the students who were vague and did not participate much as the ones who claimed they did not need any training. However, the results of this study cannot be generalized into the EFL setting because the participants were just three students.

Another study that was interested in students' perceptions and attitudes about peer feedback was carried out by Nelson and Carson (1998). They conducted a study to see

students' perceptions regarding the effectiveness of peer response groups. The participants were 11 ESL students who were divided into three groups according to their gender and nationality. The data were collected through a 10-week writing class. Before the process started, students were prepared through a set of role play activities which showed them how to carry out a discussion with different writer reactions and different behaviors. The data were collected with videotapes of peer feedback group sessions, recorded interviews with five chosen participants and transcriptions of audiotapes.

According to the results, the students in the study preferred getting negative comments from their peers, thinking that the positive comments were only a thing that were used to give encouragement or soften the blow before actually giving the negative comment. It was also revealed that students preferred teachers' comments. Another thing which was found out was the fact that students did not find it very useful to talk about grammar or sentence level details during their peer feedback sessions. According to students, in order for the sessions to be effective, there needed to be a change in their writing. Overall, it can be said that the students in this study seemed to turn peer feedback sessions into criticism since they tend to ignore the positive feedback about their work.

Turning peer feedback into a thing that is done just to find mistakes and shortcomings, of course, would result in students finding it less helpful and less enjoyable. Peer feedback requires students to point out both the strong and the weak points to each other and grow from that point and it is for both the writer and the reader. In brief, the results of this study actually do not reflect the notion of peer feedback.

According to Nelson and Carson (1998), the reason why the students prefer teacher feedback over peer feedback most of the time can be explained by the power distance between the students and the teacher. Since students see teachers as powerful, experienced and the holder of the information, it might be hard for them to trust their peers' comments. However, the roles of teachers and students have changed quite a lot ever since and in our new technology era, teachers are not the only source of information for students. With this mindset, it cannot be very difficult for students to accept another source of input and gain from it. Moreover, with the help of a good training beforehand, students can use peer feedback as much as they use teacher feedback.

Last but not least, Zhang (1995) constructed a study to see if using peer feedback in an ESL class would be as beneficial as using it in an L1 writing class. The participants of the study were 81 ESL university students who were in three different proficiency level groups as high proficiency, upper intermediate and lower intermediate. In all of the classes, students had the opportunity to get teacher feedback and use peer feedback and self-directed feedback. Nothing extra was done and no training was given to the students for any of these feedback types during the process. After that, the students were asked to state which feedback type they preferred. According to the results, 76 out of 81 students chose teacher feedback and 60% preferred peer feedback over self-directed feedback when they had to make a choice between these two.

Zhang (1995) stated that the findings of this study have something in common with the ones before and it is the fact that ESL students choose teacher feedback over peer feedback when given a choice between them. However, the key point is that the students should not have to choose one. If they are forced to make a decision, of course, they will choose the thing that they are familiar with because it is what they are used to, and it is safe. It is quite normal for them to disregard peer feedback at first since it is a new concept for them.

Zhang (1995) also claimed that since ESL students aspire to reach the level of native speakers, it is understandable that they chose teacher feedback. However, being native like cannot exactly be reached without having some practice and hands on experience. Instead of giving the students the idea that they need someone native-like to help them to achieve native-like language ability and supporting this idea by making them sit in teacher centered classes, students must be informed about the need to have hands on practice so that they can actually understand the importance of it and try to have more practice using the language. Having students give and receive peer feedback is a perfect way to practice and get some experience to be able to reach native speaker levels.

In conclusion, by looking at the results of these example studies given in this section, one can draw the conclusion that most of the problems or constraints were the result of lack of planning or not teaching students how to give and receive feedback. Training students beforehand gives them an idea about what to do when they give feedback, helping them get better at writing and it also makes them see this writing

process more professionally. Hence, they take the activity seriously and most of the problems regarding affective factors can also be dealt with. Table 2.2. below can be viewed to see a summary of the studies mentioned in this section. The next section discusses the studies which focused on peer feedback training.

Table 2.2. *Empirical studies on the challenging effects of peer feedback*

Researchers:	Aim of the Study:	Results:
Zhang (1995)	to see if using peer feedback in an ESL classroom would be as efficient as using it in an L1 classroom.	Most of the students preferred teacher feedback. They only preferred peer feedback when they had to make a choice between peer feedback and self-assessment.
Nelson and Carson (1998)	to see the students' perceptions regarding the effectiveness of peer response groups	Students preferred negative comments from their peers, thinking that positive comments were only made to motivate them, and they were not true.
Ayar (1999)	to see how students take part in the peer review process	Students preferred teacher feedback. Two out of three students did not find peer feedback useful. They stated that teacher feedback was the best. They thought they did not need any training.
Strijbos, Narciss and Dünnebier (2010)	to find out the effect of the content of the peer feedback and the competence level of the peer feedback givers on the peer feedback performance and perception	Students matched elaborate feedback with high competency in their minds, but it created a negative effect on them. Students found the feedback from a low competent peer useless. Students who got elaborate feedback got too dependent on it and became lazy.
Wang (2014)	to find out if what students think about peer feedback changes over time and why it changes	Students positive ideas related to peer feedback diminished over time. The factors that affected that change were knowledge of the essay topics, students' limited English proficiency, students' attitudes towards practice, time constraints and students' concerns about their relationships with friends.

2.2.3. Empirical studies that are on peer feedback training

Although the field of the process-oriented approach and the idea of making use of written peer feedback in writing classrooms have been studied quite a lot, giving peer feedback training to the students is something that has been largely neglected. This section gives examples from the studies whose focus was on training the students to give peer feedback.

One of the firsts in the field is a study from Stanley (1992) that investigated the effects of training on peer response interactions and their influence on revision. During the training sessions which lasted for 7 hours students took part in role plays, analyzed the genre of the essays they worked on and investigated the rules of effective communication.

The results showed that having peer feedback training beforehand resulted in a higher level of student engagement in tasks and it led students to give clearer peer feedback for their friends' drafts. It was also found out that the trained group made more revisions which were directly resulted from peer feedback (as cited in Berg, 1999).

Another important study was carried out by Berg (1999) to see if training students on giving peer feedback would affect the revision types made by the students and the writing outcomes. The participants were 46 ESL students from two different proficiency levels as level 3 and level 4 and then these students were divided into two groups in each level. While one group from each level received written peer feedback training, the remaining groups did not. Berg (1999) gave the training following the "eleven steps" that she put forward herself.

The results of the study revealed that the trained group produced more changes related to meaning. Moreover, the trained group showed better improvement in their writing scores between the first draft and the second draft compared to the untrained group (Berg, 1999). The results of this study are important in the sense that it shows that training students helps to get better outcomes regardless of the proficiency levels of the students. It is also a good example because it clearly puts forward that training students leads them to think more critically and give feedback related to high order issues such as content and meaning. It can also be concluded that the results prove that training students is worth spending the time and putting the effort.

An important study about peer feedback training in Turkish setting that is actually the inspiration behind this study is Subaşı's study. Subaşı (2002) carried out a study to find out the effect of giving written peer feedback training to students on the quality of their writing products and written comments. The participants of the study were 36 intermediate Turkish EFL students who studied in the English Language Teaching department. Before the data collection procedure started, students were required to take a pre-test. The participants were chosen according to the pre-test

results and the students with the highest and the lowest scores were eliminated. Then, these students were divided into two groups as the experimental group and the control group.

While the experimental group read articles and received training regarding how to give peer feedback, the control group only read articles and received no further training. Both of the groups were required to write three different types of essays and gave peer feedback to their friends.

In order to assess the results, the Coding Scheme for Students' Written Comments, the rating Scale for Students' Written Comments and the ESL Composition Profile were used. The comments that were made for the essays were put into two categories as global and local. While global issues dealt with general things such as meaning or content, local issues focused on more superficial things like grammar, spelling or vocabulary. The results showed that while both of the groups seemed to gain from the implementation of peer feedback, the trained group showed a greater improvement on their writing outcomes, produce more written comments, and made more global issue related comments.

Min (2005) carried out a similar study to find out if training students would help them give more relevant and specific feedback. The participants of the study were 18 EFL students from Taiwan. The training program had two parts which were in class demonstration and modelling and 30-minute teacher student conferences. During the training process, the researcher asked the students to focus on four important steps which can be counted as "clarifying the writer's intentions, identifying problems, explaining the nature of the problems and making suggestions by giving examples." (Min, 2005)

To gather the data, the researcher compared the feedback which was given before the training and after the training to see if there were any differences. According to the results, students produced more revisions after the training compared to the amount they did before. Also, it was revealed that students paid more attention to global issues after the training. Moreover, according to students' journals, students found peer feedback beneficial in terms of skill improvement, language acquisition, self-monitoring and confidence building.

The researcher also found two other qualitative changes in students' comments after training as language and tone. Training helped them to realize that they were

supposed to help each other rather than playing the role of the teacher. This shows the power of training on changing students' attitudes about peer feedback. Min (2005) also mentions that this affective side of the training is also beneficial for less advanced students in terms of making them gain confidence by helping them feel like competent readers as they read their peers' papers.

Furthermore, one thing Min (2005) states about global and local issues is the fact that they should be dealt in an equal amount. That is, one should not take precedence over the other because deliberately ignoring one of them or focusing one more than the other might result in undesired situations. As important as global issues are, completely ignoring local issues might make students think that their grammar, vocabulary and spelling are not that important as long as their ideas are good enough and this is not something that would go well in an EFL setting for many reasons. In short, paying attention to both global and the local issues is very important.

Min (2006) carried out another study to see the how much of their peers' revisions students really incorporate into their essays as a result of peer feedback, both before the training and after the training. This study was actually a part of Min's earlier study which focused on training and global and local issues (Min, 2005). The participants were 18 EFL students from Taiwan. After the training process and the feedback giving process were completed following the four steps that were put forward by Min (2005), the writers were given a week to revise their drafts and write their second draft. When they wrote their second draft, they had to state the reasons why they did not use it for the feedback they chose to ignore.

According to the results, students incorporated more comments into their essays after they received training. This goes on to show that receiving training on peer feedback gave students a sense of achievement and trust in their friends' assessment of their essays. They started viewing their friends' feedback more valuable and worth incorporating. These results clearly indicate the importance of training the students on written peer feedback.

There are also some studies that focus on online peer feedback, but training the students is something that is neglected. With this being said, Jiang and Yu (2014) carried out a study to investigate the effects of using an internet-based peer feedback training on students' error correction skills and their writing proficiency improvement. The participants of the study were 80 Chinese EFL students and they were divided into

two groups as the less proficient group and the more proficient group by looking at their pre-test scores. Both of the groups received online peer feedback training that focused on helping students to diagnose issues and correct those and both global issues and local issues were covered in the training. After the training, students wrote two drafts and gave peer feedback.

According to the results, internet-based peer feedback training caused students to improve their writing skills and the less proficient group improved more than the more proficient group in terms of error correction skills. Moreover, the less proficient group was able to correct both local and global issues as a result of the training. However, when it comes to what students think about peer feedback practice, it was revealed that the more proficient group did not trust peer feedback because they did not find their peers competent enough to give feedback.

The reason why the students in the more proficient group thought so might stem from the form of the training. In today's world, denying the merits of the technology is impossible. With this being said, one of the main elements of an effective peer feedback training is to establish a comfortable and collaborative classroom environment that would make students respect and trust each other's feedback. It could be challenging to achieve this when students receive training with the help of a computer and not experience this classroom environment. This is one of the reasons why online peer feedback was not chosen to be implemented in the present study. Moreover, considering the fact that the participants of the present study may not have internet connection or a computer to work on, online peer feedback practice was not implemented in the present study.

Another study Min (2016) conducted was to compare two different types of peer feedback training and these two models were the mastery model and the coping model. Mastery model training aimed to teach students giving feedback in a perfect way by showing them the desired model without any flaws. Meanwhile, the coping model focused on the possible problems and bumps that the students may come across and solved them along the way.

The participants of the study were 53 students who were divided into two groups as the experimental group and the control group. While one of the groups were trained using a mastery model, the other one was trained with a coping model. Half of each group received praise for the things they did right in the practice sessions while the

other half received correction and explanation for the things they did incorrectly. According to the results of Min's study (2016), it was revealed that mastery model training with correction and explanation was the more effective approach in peer feedback training. This shows that students made use of a step by step and detailed demonstration of giving feedback in their training and correcting them when they had any problems fostered their peer feedback giving skills.

Finally, another study was done by Rahimi (2013) to find out if EFL students can produce more specific and clearer feedback as a result of peer feedback training. Another aim of the study was to find out if there would be an improvement in students' writing quality because of peer feedback and training. The participants of the study were 56 EFL students who were divided into two groups as the trained group and the untrained group. The revisions that were made by the students in both of these groups were grouped as formal and global and were analyzed according to this.

The results of this study showed that while the trained group showed no change in terms of the amount of the formal type of revisions they made, the amount of global comments they made increased significantly between the first and the fifth task. They seemed to focus more on global issues. In the trained group, 48% of the comments were formal and 52% of the comments were global for their fifth paragraph. As for the amount of comments that the students applied, students applied 35% of the formal comments while they applied more than 80% of the global comments. This is a big change considering that these students had more than 80% of their comments formal in their first paragraph. It shows that training really did have an impact on them.

The situation for the untrained group was entirely different as 89% of their comments were formal and 11% of them were global for their fifth paragraph and they applied 80% of these formal comments and 70% of the global comments. The results of this study further showed that while there was no significant difference between the trained and the untrained group in terms of the writing quality before the training, it changed drastically after the training. At the end of the process, the mean score of paragraph five for the untrained group was 76.51 while the score of the trained group was 82.38. This shows that the trained group showed more improvement in their writing quality as a result of feedback training.

Considering the positive outcomes of the studies that focused on peer feedback training on increasing students' writing performance, increasing students' motivation

to write, decreasing their writing anxiety, leading them to produce more feedback and helping them to focus on issues related to content and organization, the present study aims to see the effect of giving students a written peer feedback training on the types of feedback that they give, their writing performance and their opinion towards peer feedback training and peer feedback.

Table 2.3. *Empirical studies on peer feedback training*

Researchers:	Aim of the Study:	Results:
Stanley (1992)	to investigate the effects of training on peer response	Training results in higher level of student engagement. Students gave clearer feedback after training. Trained group made more revisions.
Berg (1999)	to see if training students would affect the revision types and writing outcomes	Trained group produced more meaning changes. Trained group showed better improvement in terms of writing outcomes.
Subaşı (2002)	to find out the effect of training on the quality of the writing products in terms of revision types and writing proficiency improvement	Both the trained group and the untrained group improved themselves, but the trained group improved their writing more. Trained group produced more global comments.
Min (2005)	to see if training students would help them to give more relevant and specific feedback	Students produced more comments after the training. Students paid more attention to the global comments after training. Students found peer feedback beneficial in terms of skill improvement, language acquisition, self-monitoring and confidence building.
Min (2006)	to find out how much of peer feedback students incorporate into their essays before and after training	Students incorporated more comments into their essays after the training.
Rahimi (2013)	to find out if students can produce more specific and clearer feedback because of training and to see if training improves their writing proficiency	Trained group made more global comments and applied more global comments. Untrained group made more formal comments and applied most of those comments. Trained group improved their writing proficiency more.
Jiang and Yu (2014)	to compare the effect of internet-based peer feedback training on low proficient and high proficient students' peer feedback types, writing proficiency improvement and attitudes towards writing.	Low proficiency students showed more writing proficiency improvement and made both global and local comments. High proficiency students did not find peer feedback useful.
Min (2016)	to compare the mastery model and coping model of peer feedback training	Mastery model training was found out to be more successful when it was supported with corrections and explanations.

CHAPTER 3

3. METHODOLOGY

This section gives information related to the participants and the setting of the present study and explains the methodology that is used to conduct the study. It also puts forward the stages of the written peer feedback training that was carried out in the experimental group and details the peer feedback giving process for both groups. Finally, the chapter ends by giving information about the instruments that are used to analyze the collected data.

3.1. Participants of the Study

The participants of the present study were 34 Turkish EFL students who were studying in English preparation class at Kütahya Dumlupınar University. All of the participants' departments were English Language and Literature, but they were required to study one year in English preparation class at School of Foreign Languages as they were not able to pass the proficiency exam that would enable them to start studying at their department. They would only be allowed to study at their departments if they finished the preparation class successfully.

At the outset of the study, there were initially 40 students to be the participants. Nevertheless, one limitation regarding the participants of the study stemmed from the fact that some of the students stopped studying at English prep class in the middle of the semester, making the population of the study smaller than it was intended to. The reason for this was an exam which is named "YÖKDİL". According to the school rules, if a student can get a score which is 65 or higher from this exam, they can use this score to pass prep class. As a result of this, there were some students who had to be excluded from the population of the study. When those participants were excluded from the study, the number was reduced to 34. Then, the participants of the present study were divided into two groups as the experimental group and the control group. The control group consisted of 16 students while the experimental group consisted of 18 students.

All of the participants of the present study had taken a placement test at the beginning of the school year before they started studying at the prep class and they were found out to be pre-intermediate. The placement exam that they had taken

consisted of grammar, vocabulary, reading and listening sections, yet there was not a writing section. Moreover, none of the participants had any form of writing class before they started university, so they experienced their first proper Reading and Writing class at university.

3.2. The Setting of the Study

As it was stated in the previous section, the present study was conducted at School of Foreign Languages of Kütahya Dumlupınar University. The training and the data collection procedure of this study took place during the first semester of the 2017/2018 academic year. The participants of the present study, who were 34 Turkish EFL students, were found out to be pre-intermediate level and they were placed into their classes according to their levels.

Another significant thing to mention is the fact that all of the participants were going to study at English Language and Literature department when they finished their year at prep class. Considering that their department would be quite challenging for these students, a special curriculum which focused on teaching them advanced grammar and academic skills was created. According to this curriculum, they had 10 hours of Main Course class focusing mainly on grammar, 6 hours of Listening and Speaking that aimed to help them develop their communicative abilities as well as listening skills and 6 hours of Reading and Writing which introduced academic writing and the writing genres to the students. The researcher carried out the Reading and Writing lessons in both of the classes for the current study in this study. The lesson was supported with a coursebook named *Q: Skills for Success Reading and Writing* by Oxford.

As a school policy, the classes got regrouped in the middle of the semester during the midterm week, dividing one semester into two halves. During the first half of the first semester, the students were introduced to the structure of a paragraph such as topic sentences, supporting sentences and concluding sentences and they were taught to write several paragraphs, namely, descriptive paragraph, opinion paragraph, response paragraph and explanatory paragraph. For each paragraph type, students studied the related unit with their teachers in the classroom and then wrote a paragraph suitable to the genre. All of the students had to keep a writing portfolio with the paragraphs that they wrote, and these portfolios were graded. The portfolio grades that they received

made up 10% of their overall prep school grade, so students saw the activity of writing as collecting points and grades to pass the prep class. Also, they were asked to write an opinion paragraph in their first midterm exam.

Having said that, there was not one approach or one method that was decided on to conduct the writing classes. As long as the students wrote their portfolios and were graded, all of the instructors were free to conduct their classes however they wished. Nonetheless, most of the instructors chose to apply a product-oriented approach and had their students one drafts to be graded.

During the second half of the first semester, after the classes got regrouped, the students were educated about how to write essays. After they revised how to write paragraphs, they were taught the structure of essays and started to work on them. As it was obligatory for instructors to follow the course schedule, the data of the present study had to be collected from an opinion essay and a narrative essay as they were the genres that were being taught in the units that were being covered during the data collection procedure of the present study. The teaching schedule for the semester that the data of the present study was collected in can be viewed in Appendix A. The students were required to keep a portfolio and they were graded on those pieces of writing, as well. In a similar way to the first half of the semester, most of the instructors chose to apply a product-oriented approach, making students write only one draft.

On the first week after the classes was regrouped, both the experimental and the control group were required to write an opinion paragraph on “*Is it better to repair old things or buy new ones?*” (See Appendix B). This paragraph was used as a pre-test to determine if there were any differences between the experimental group and the control group in terms of their writing proficiency. The paragraphs that had been written by the students in both of the groups were evaluated by the researcher and a second grader who also taught pre-intermediate level Reading and Writing course at the same school.

Table 3.1. *t-test results comparing the pre-test means of the experimental group and the control group*

Group	N	X	S	sd	t	p
control	16	88.72	13.61	32	1.658	0.107
Exp.	18	80.85	14.00			

The interrater reliability of the graders was calculated for both groups and it was found out to be 0.87 for the control group while it was found out to be 0.83 for the experimental group. In addition to this, a t-test was conducted to see if there were any differences between the experimental and the control group. Table 3.1. above shows the results of the t-test.

According to the t-test results, the mean score of the students in the control group was 88.72 and the mean score of the students in the experimental group was revealed to be 80.85. Even though the mean scores seem to differ from each other, there are no statistically significant differences between the classes according to the t-test results. $t(32)=1,658, p>.05$

Finally, as it was mentioned before, the experimental group of the study received written peer feedback training. When the present study was first designed, the training and the data collection procedure was intended to be at least 15 weeks long. However, the fact that the classes was regrouped in the middle of the semester, dividing one semester into two halves, was a limitation that shortened the data collection procedure of this study. Taking this fact into consideration, a training program that was suitable for the students, curriculum and the schedule was designed, and the data collection procedure started at the second half of the first semester. While coming up with a suitable training program for the students, the research of Stanley (1992); Berg (1999); Rollinson (2005) and Hansen and Lui (2005) were analyzed thoroughly.

3.3. The Data Collection Procedure

In order to find out the effect of written feedback training on students' ability to give peer feedback, the present study was conducted with pre-intermediate Turkish EFL students at Kütahya Dumlupınar University. To be able to investigate the effects of the written peer feedback training program, a control group and an experimental group were formed. While the control group received no training, the experimental group were trained about giving written peer feedback to their friends.

Both the control group and the experimental group covered the same Reading and Writing book and did the same activities apart from the training that the experimental group was exposed to. Moreover, both of the groups wrote an opinion essay and a narrative essay on the same topics and data were collected using those essays. As the students wrote about the same topics in the same genres, they went

through the same stages of brainstorming and creating outlines. Also, both of the groups covered the same reading texts in the classroom, and they gained background knowledge related to the topic they were going to write about. That is why, genre and topic familiarity were not thought to be major issues that caused any differences on students' writing performance improvement between the control group and the experimental group.

3.3.1. The data collection procedure for the experimental group

The experimental group of the present study consisted of 18 Turkish EFL students who were pre-intermediate level English prep class students at Kütahya Dumlupınar University. As a part of their prep class curriculum, they had six hours of Reading and Writing course per week and this course was mostly focused on academic writing during that time.

The training and the data collection period lasted for about 9 weeks for the experimental group. The first week after the classes were regrouped, the training process began for the students. During the first week, the aim was to establish a comfortable and productive classroom atmosphere which consisted of students who were ready to collaborate with each other. To be able to create this atmosphere, the first week was spent with ice-breakers and introduction of the course. The students were also given information about what peer feedback is and the importance and the value of the peer feedback practice so that they could get used to the idea of giving and getting feedback. The notion of peer feedback was explained to them by giving some examples and then a classroom discussion took place about the potential benefits of having a peer edit their work.

During the second week of the training, the aim was to make students more knowledgeable regarding peer feedback and the literature related to it. Subaşı (2002) made use of articles related to peer feedback to make the participants of her study. Inspired by that, the same method was aimed to be carried out. However, as the participants of the present study were pre-intermediate level prep class students, making them read articles on peer feedback would be futile since those would be too difficult for them to understand. Hence, a reading text was created by the researcher and the readability of the text was found suitable for the students and their levels after it was shown to two other experienced Reading and Writing teachers (See Appendix

C). The text focused on peer feedback, its advantages, the terms “process approach” and “drafting” and the differences between peer feedback and teacher feedback. This reading text was presented with a note taking activity that made students write important parts and key words.

With the help of the reading text and the notes that the students took, a class discussion about peer feedback was carried out focusing on process approach, writing cycle, the importance and the nature of the writing cycle, drafting and how they can use peer feedback during their writing cycle. At the end of the discussion period, all of the students became knowledgeable about the drafting process and the notion of giving and receiving peer feedback. They became aware that they would collaborate with each other and do something that might be as effective as teacher feedback. Most importantly, they were eager to start and take part in the procedure.

After these steps were completed, the teacher showed the class two example paragraphs from previous students without showing their names (See Appendix D). Using these examples, she started modelling how to give effective feedback and what to focus on first. While doing this, the main focus was the organization and the content first. In other words, the teacher focused on content and organization first and talked about the issues that were found related to content and organization. With that being said, the local issues were not ignored as they were very important as well. During these modelling activities, students’ input was also asked, and students were encouraged to give their opinions or ask questions.

During the third week, the teacher brought more examples to the classroom and turned giving feedback into a whole class activity this time. Guiding the students, the teacher helped them focus on the important parts and give efficient feedback. There were two examples that were worked on as a whole classroom. Again, the main focus of the activity was content and organization, followed by local issues such as grammar and vocabulary.

Then, the students were left alone to respond to a piece of writing without the teacher’s interference. They were assigned some time to read the text and give feedback to the issues that they wanted. After they finished this step, they received feedback from their teacher related to how they had done. All through this activity, they were encouraged to focus on content and organization first and then grammar and vocabulary.

As the final step in the third week, the students in the experimental group were divided into 5 groups and were given some time to write a story (See Appendix E). In order to make the activity fun and motivating, the students were asked to choose a popular fairy tale and wrote it from a different character's perspective. Once each group finished writing their story, their work was evaluated by another group. While reading their friends' stories, the students followed the same steps that they saw during teacher modelling and focused on content and organization first and local issues later. With the help of this activity, each group had the chance to receive and give peer feedback. Not only did it help them to get accustomed to giving feedback, but it also enabled them to experience receiving feedback from their peers for the first time. Another benefit of this activity was the fact that it enabled students to create an authentic discussion among themselves about peer feedback and reach a consensus.

In the fourth week, a discussion of peer revision and process writing approach was established to make an effective revision. Students were given two more sample paragraphs to revise everything they had done so far. They worked on these samples individually, and later they shared their ideas with their classmates and teacher. In sum, this week was mostly used for revision.

With the arrival of the fifth week, the students were finally introduced to the notion of the essay for the first time. As following the units of the book was an essential issue for the curriculum, the students had to be taught how to write an opinion essay. During the first half of the first semester, they learned how to write a paragraph, but they had never written an essay before. For this reason, firstly, they were informed about the organization of an essay, thesis statements, introductory paragraphs, body paragraphs and concluding paragraphs. After this, the participants started to learn about opinion essays. After discussing the structure of an opinion essay, they were given the chance to observe some example essays which were written by previous students. As they were going through these examples, they were encouraged to focus on the organization and meaning first and then other minor issues like grammar and vocabulary. The students were also given time to respond to some example essays by themselves and later their responses were discussed in the classroom.

After they learned how to write an opinion essay and worked on some samples, they were asked to create an outline for the topic "*Do advertisements help us or harm us?*" This topic had to be used as it was the topic that the book offered. Before the

students started their outlines, a brainstorming activity which helped them to list the negative and positive sides of advertising was carried out to make the outline creating process easier for them. Once the outline was ready, they wrote a first draft on the topic (See Appendix G).

This first draft was then given to their peers to be analyzed with the help of a peer review sheet (See Appendix F). This peer review sheet that was specially designed for this task had been given and explained to the students before they attempted to give feedback. The questions that the students had to answer mostly focused on content and organization as an attempt to make students focus on those issues. However, students were also asked to look for local issues such as grammar, vocabulary and mechanics. The questions of the peer review sheets were in English to encourage the students carry out the activity in English. Nonetheless, as Yu and Lee (2014) and Lee (2017) stated when students are permitted to give feedback in their L1, they are found to make more meaning and organization related comments because they feel more comfortable. For this reason, to make the students more comfortable and to encourage them to give feedback, they were allowed to respond to these peer review sheets in Turkish.

In the sixth week, when the students in the experimental group completed giving each other peer feedback, they were asked to write a second draft using the feedback they had received from their friends in their peer feedback sheets (See Appendix H). Following this step, these second drafts were evaluated by the teacher using some correction symbols. The correction symbols covered both global issues and the local issues, giving feedback to both of them. The reason behind choosing correction codes for the second drafts was to make students think and analyze the feedback on their papers (See Appendix J). Since one of the aims of this study is to make students play an active part in evaluating their own and their friends' writing, it would not be reasonable to turn them into passive recipients of teacher feedback when they wrote their third drafts (Lee, 2017). This teacher feedback focused mostly on any organizational or content related issues and paid attention to local issues such as grammar, vocabulary and mechanics, as well. Students were provided with the correction codes that the teacher used with their meanings and were educated about what they meant. After this, the students wrote their third draft making use of the feedback they received for their second drafts and the process for the opinion essay was completed at the end of the sixth week (See Appendix I). The third drafts of the

students were graded by the teacher using the ESL Composition Profile. This was done as a part of the data analysis process. Also, it was compulsory for the writing instructors to grade their students work at the school since the writing grades were a part of the assessment criteria of the students as mentioned before.

At the beginning of their seventh week, the students were informed about the nature of the narrative essays and they were taught the steps of writing one. The same procedure was carried out as the opinion essay. That is, they were given some example narrative essays to work on to make them practice what to focus on when giving feedback to a narrative essay. During these activities, they were encouraged to focus on the content and the organization of the essays. Time and logical order of the events were other things that the students were warned to look for in their peers' essays. Besides, they had the opportunity to give feedback to some samples individually and their responses were discussed in the classroom.

Once this was established, they were given the topic "*Write about a risk you have taken.*" This topic had to be chosen as it was the writing topic of the unit that was covered on that week according to the curriculum. Before the students wrote their first drafts, they created an outline for this topic considering their experiences. When they successfully completed their outlines and became ready to write, they penned their first drafts (See Appendix L). After they finished their first drafts, it was the time for giving and receiving peer feedback. With the help of a peer feedback sheet that was designed for this task by the researcher, they gave their friends' first drafts feedback. The peer review sheet mostly focused on content and organization of the essay, paying some attention to local issues as well (Appendix K). Similarly, to the opinion essay, the students were allowed to give feedback in Turkish if they wanted to.

In the eighth week, all of the students in the experimental group wrote a second draft taking the peer feedback they received into consideration (See Appendix M). Finally, these second drafts were evaluated by the teacher using correction symbols and these correction symbols were given and explained to the students. The whole process ended when the students wrote their third drafts at the end of the eighth week (See Appendix N). Once more, the third drafts of the students were graded by the teacher using the ESL Composition Profile.

As a final step, an interview was conducted to be able to understand students' opinions related to written peer feedback training and peer feedback practice. Since

the population of the experimental group was already small to begin with, 6 students were chosen to be interviewed. Creswell (2014) indicated that in interviews the sample size could be from 4 participants to 8, that is why, the sample size for the interviews seems to be adequate. While choosing the students, the third draft scores of the students were looked at and two students with high writing scores, two students with average writing scores and two students with low writing scores were picked so as to hear every side's opinion.

Table 3.2. *The training process for the experimental group*

WEEKS	EXPERIMENTAL GROUP
Week 1	<ul style="list-style-type: none"> • Establishing a comfortable and productive classroom environment • Mentioning the role of peer feedback in writing process
Week 2	<ul style="list-style-type: none"> • Having students work on a text related to peer feedback • Class discussion about the term peer feedback, the role of peer feedback in process approach and drafting. • Teacher modelling giving feedback for the whole class
Week 3	<ul style="list-style-type: none"> • Showing students some example written products a • Responding to a paragraph as a whole class • Having students write a story in groups and have groups give feedback to each other • Responding to a paragraph individually and getting feedback about their response • Discussion of effective revision
Week 4	<ul style="list-style-type: none"> • Discussion of effective peer revision • Having students give peer feedback to two sample paragraphs
Week 5	<ul style="list-style-type: none"> • Learning how to write an opinion essay • Working on sample opinion essays to establish the steps of giving feedback • Giving feedback to sample opinion essays • Creating an outline and writing the first draft of the opinion essay • Giving peer feedback to their friends' first drafts
Week 6	<ul style="list-style-type: none"> • Writing the second drafts of the opinion essays • Getting teacher feedback to the second drafts with correction codes. • Writing third drafts of the opinion essays
Week 7	<ul style="list-style-type: none"> • Learning how to write a narrative essay • Working on sample narrative essays to establish the steps of giving feedback • Giving feedback to sample narrative essays • Creating an outline and writing the first draft of the narrative essay • Giving peer feedback to their friends' first drafts
Week 8	<ul style="list-style-type: none"> • Writing the second drafts of the narrative essay • Getting teacher feedback to the second drafts with correction codes • Writing the third drafts of the narrative essays
Week 9	<ul style="list-style-type: none"> • Interviews

The semi-structured interviews were conducted in week nine (See Appendix O). The questions were constructed by looking at related studies from the literature and asking expert opinion from two experienced Reading and Writing teachers. Furthermore, one pilot interview was conducted beforehand to be able to see any

missing or lacking parts related to the interview questions. This allowed the researcher to make the questions more understandable and the interviews to go smoother. With the completion of the interviews, the data collection procedure for the experimental group was finished.

3.2.2. The data collection procedure for the control group

The control group of the present study consisted of 16 pre-intermediate Turkish EFL students who were studying in English preparation class at Kütahya Dumlupınar University. Just like the students in the experimental group, these students had a Reading and Writing class which focused on academic writing for six hours a week as a part of their curriculum. Nonetheless, differently from the experimental group, the control group was not given any sort of written peer feedback training.

As it was previously stated, the classes were conducted with the help of *Q:Skills for Success, Reading and Writing*. The students had six hours of Reading and Writing class per week and they were taught academic writing. As a part of the lesson, the students had to keep a portfolio with the paragraphs and compositions that they wrote, and this made up 10% of their overall prep school grade.

During the first week of the data collection process, the control group was given the same reading text as the experimental group and a classroom discussion was carried out to make students familiar with terms such as *peer feedback, drafting, process writing and writing cycle*. Because the students received no written peer feedback training, the second, third and the fourth weeks of the data collection procedure were not spent doing something related to peer feedback. The courses were carried out as they would normally be done.

During the first half of their first semester, before the data collection of the present study started, they were educated on the structure of a paragraph and wrote some paragraphs in the same genres that the experimental group wrote. In the second half of the semester, during which the data of the present study were collected, they were introduced to essays. Opinion essay was the first one as it was in the unit that was being covered in the book that week. However, the students in the control group did not get any training about how to respond to one like the students in experimental group did. At the beginning of the fifth week of the data collection procedure, the students in the control group were taught how to write an opinion essay.

After learning the steps of writing an essay, they created an outline. The topic of the opinion essay they were supposed to write was the same as the topic of the experimental group’s opinion essay, “*Do advertisements help us or harm us?*” When they completed writing their first drafts, each student gave their friends peer feedback using the peer feedback sheet that was designed for this task. The peer feedback sheets were the same sheets that were used in the experimental group. Once again, the students were given permission to respond in Turkish if they wanted to. Following this step, they wrote their second drafts making use of the peer feedback they received. The second drafts they wrote were then evaluated by the teacher with correction symbols which were the same symbols that were used in the experimental group.

The process for the opinion essay ended at the end of the sixth week with students writing a third draft with the help of the feedback that they got for their second drafts. The third drafts of the students were graded using The ESL Composition Profile as a part of the data analysis process.

Table 3.3. *The peer feedback process for the control group*

WEEKS	CONTROL GROUP
Week 1	<ul style="list-style-type: none"> • Establishing a comfortable and productive classroom environment • Introducing Process Approach and Peer Feedback • Mentioning the role of peer feedback in writing process • Giving professional authors as examples
Week 5	<ul style="list-style-type: none"> • Learning how to write an opinion essay • Creating an outline and writing the first draft of the opinion essay • Giving peer feedback to their friends’ first drafts
Week 6	<ul style="list-style-type: none"> • Completing the writing process for the opinion essay with second drafts and third drafts
Week 7	<ul style="list-style-type: none"> • Learning how to write a narrative essay • Creating an outline and writing the first draft of the narrative essay • Giving peer feedback to their friends’ first drafts
Week 8	<ul style="list-style-type: none"> • Completing the writing process for the narrative essay with second drafts and third drafts
Week 9	<ul style="list-style-type: none"> • Interviews

As the seventh week began, the same process started for the narrative essay. The students learned how to write a narrative essay and followed this with creating an outline that they would use for their first draft. Again, they received no further explanation about how to give feedback to a narrative essay. Their topic was the same topic that the experimental group wrote about, which was about writing about the biggest risk they had taken. The students wrote their first drafts and then they gave

their peers' essays feedback using the peer feedback sheet that was designed for this task and this sheet was the same as the one which was used in the experimental group. After they got peer feedback for their first draft, they went on to create their second draft and then finally they produced their final drafts with the help of the teacher feedback they received for their second drafts. Once again, the teacher feedback was given with correction codes that were explained to the students.

After the writing process was completed, four students were chosen for the interviews by looking at the results they got for their third drafts. Among these four students, two of them had high writing scores, one of them had average writing scores and the remaining one had low writing scores. This method was used in order to get a healthy idea about students' opinion regardless of their writing performance (Creswell, 2014). The interviews aimed to find out students' opinions related to the peer feedback process. Once the interviews were finished, the data collection procedure came to an end for the control group. Table 3.3. can be seen to see a summary of the peer feedback procedure for the control group.

3.4. Instruments and Materials

The present study made use of three different instruments to analyze the data collected and these can be counted as “the Coding Scheme for Students' Written Comments”, “the Rating Scale for Students' Written Comments” and “the ESL Composition Profile.”

3.4.1. The coding scheme for students' written comments

Developed by Zhu (1995, p. 521), this taxonomy categorizes students' feedback as global, local and evaluative (See Appendix P). First of all, global feedback focuses on issues related to the meaning and the organization such as main idea, supporting idea development and the content. In other words, global feedback requires students to look at the big picture.

On the other hand, local feedback deals with minor issues such as grammar, vocabulary and punctuation, so it can be stated that it is more about details. Lastly, evaluative feedback focuses on students' opinion, evaluative comments and the overall thoughts about the writing such as “good job”, “well done” or “I liked your essay. (Subaşı, 2002).

3.4.2. The rating scale for students' written comments

With the help of this scale, the relevancy of student comments is categorized. After analyzing students' comments and grouping them, this scale is used to group them in terms of their relevancy (Zhu, 1995, p. 522). There are 3 categories in this scale as "3", "2" and "1". While "3" means the student's comment is relevant and specific enough, "2" means it is relevant but it is also too general. However, a "1" means the comments that the student made is completely irrelevant or inaccurate (Subaşı, 2002).

3.4.3. The ESL composition profile

This writing rubric was used to assess all of the drafts that were written by students in both of the groups (See Appendix Q). This instrument consists of five points to consider and these can be counted as content, organization, vocabulary, language use and mechanics (Hughey, 1983).

According to this rubric, the total score a student can get is 100, yet, the score is not divided equally among each section. Namely, each category has their own score in themselves. For example, while the maximum score is 30 for content, maybe the most important issue to look at, organization and vocabulary are scored out of 25 each. This leaves 20 points to language use and 5 points to mechanics, being the least focused one.

Moreover, each of these categories are divided into four levels inside as "excellent to very good", "good to average", "fair to poor" and "very poor."

Using this instrument, the first, second and the third drafts of the students in both of the groups were graded by the researcher and a second grader. The reason behind this was to compare the writing performance improvement of the students in the trained and the untrained group.

3.5. Data Analysis

As mentioned above, a paragraph which was written by the students in both of the groups were used as a pre-test. These paragraphs were evaluated by the researcher and a second grader. In order to find out the interrater reliability, the low score was divided by the high score and it was multiplied by 100 (Subaşı, 2002). This formula was used for every single student if there was a difference between the researcher's

and the second grader's grade. As a result of this, the interrater reliability was revealed to be 0.87 for the control group while it was 0.83 for the experimental group.

Secondly, to be able to find out the differences between the first drafts and the second drafts of both groups in terms of writing performance improvement that resulted from training, a paired samples t-test was conducted. Moreover, to better understand the effect of training, the second drafts of both groups were compared running independent samples t-tests.

Next, the second drafts and the third drafts of the control group and the experimental group were compared to understand the overall writing performance improvement of the students at the end of the process. The main objective of doing this was to understand the effect of training and peer feedback on their writing proficiency improvement more clearly.

Moreover, since writing is a process, the effect of teacher feedback was also required to be observed and compared to the effect of peer feedback with and without training. The third drafts of the students in both groups were analyzed using independent samples t-tests to finish this section. Finally, a post hoc analysis was carried out to find out and compare the effect size of peer feedback and teacher feedback.

In both of the groups, every single draft of every single student was graded by two graders using The ESL Composition Profile. Other than the researcher, an experienced Reading and Writing teacher graded the papers and interrater reliability was calculated for every single draft for both essay types in both the experimental group and the control group. Table 3.4. shows the interrater reliability of each draft for both essay types.

Table 3.4. *Interrater reliability for drafts of opinion essays and narrative essays of both groups*

Experimental Group				Control Group			
Opinion Essay		Narrative Essay		Opinion Essay		Narrative Essay	
1st Draft	94%	1st Draft	88%	1st Draft	87,5%	1st Draft	87,5%
2nd Draft	89%	2nd Draft	94%	2nd Draft	87,5%	2nd Draft	87,5%
3rd Draft	89%	3rd Draft	100%	3rd Draft	87,5%	3rd Draft	81,25%

Other than this analysis, on the peer feedback sheets that students used to give feedback to their friends, a qualitative analysis was conducted. The comments that the students made were counted and then divided into categories using the "Coding

Scheme for Students' Written Comments." When grouping the feedback that the students gave, only the global and the local feedback examples were analyzed, and the evaluative comments were left out of the data analysis. The reason behind doing this is the fact that evaluative comments are the students' overall opinion about their peers' work such as "good job, well done". Since these types of comments display students' personal opinion, it was not possible to group them in terms of their relevance.

Also, the feedback that the students gave were rated in terms of their relevancy with the help of the "Rating Scale of Students' Comments." These steps were completed by the researcher and also a second grader who was knowledgeable about qualitative analysis analyzed the comments and the interrater reliability was found out to be 98% initially. However, when talked with the second grader, the different answers were discussed, and an agreement was reached for every single comment. Finally, in next chapter of the present study, the results of this analysis are going to be presented in percentages and numbers to be clearer and more concise. Some global, local and evaluative feedback examples can be found in Appendix R. As a last step, the interviews that were carried out with students were transcribed and translated to English by the researcher (See Appendix S). After that, the transcriptions were analyzed thoroughly and the findings that emerged were put into categories by considering their similarities (Creswell, 2014). An independent second grader went through the same procedure to make sure that the categories and the themes that were found out were reliable. On the instances that there were differences between the researcher and the second grader, they discussed, and an agreement was established. For this reason, a high level of interrater reliability was reached. Once the analysis of the interviews was done, the qualitative data analysis of the present study was completed.

Last but not least, it should be stated that before the data collection procedure started, all the necessary permissions were taken from Anadolu University and Kütahya Dumlupınar University to conduct the present study (See Appendix T and Appendix U).

CHAPTER 4

4.RESULTS

4.1. Results

This section puts forward the results of the present study, which was conducted in order to find out if getting written peer feedback training would improve the feedback giving skills of the students and would help them to give more meaningful and relevant feedback to their friends' essays. Another point that the present study looked into was investigating if there was a difference between the trained and the untrained group in terms of their writing performance. Finally, the present study also aimed to find out students' thoughts and opinions regarding the written peer feedback training and the peer feedback practice.

To be able to find out the answers of the questions mentioned above, the participants of the present study were divided into two groups which were the experimental and the control group. The experimental group consisted of 18 students and this group received an intensive written peer feedback training before they started giving each other feedback. On the other hand, the control group consisted of 16 students and they did not receive any training about giving written peer feedback.

In this section, the results of the present are presented in three parts. The first part focuses on the feedback the students gave and tries to compare the types of the feedback that were put forward by the experimental group and the control group. The Coding Scheme for Students' Written Comments and The Rating Scale for Students' Written Comments are the instruments that are utilized to compare the experimental group and the control group in terms of the types of feedback they gave. Moreover, a second grader checked the feedback type categorization and interrater reliability was established.

The second part has a look at the writing performance of the students in both groups and discusses the differences between the experimental group and the control group. In order to compare these groups, some statistical tests were run. At the third and the final part, students' thoughts and opinions related to written peer feedback training and the peer feedback practice are presented. Before interviewing the students, a pilot interview was carried out with a student so as to test the questions and after the

interview findings were grouped, a second grader went through the same grouping process to have interrater reliability.

4.1.1. Type and quality of the feedback that is given

As it was mentioned in the previous section, there were two groups in the present study and while one of them got written peer feedback training about how to give feedback, the other one did not get any sort of training. In order to see if training had an effect on the type of the feedback that the students give, the feedback that was given by the students in both of the groups were categorized and analyzed using “The Coding Scheme for Students’ Written Comments” (Zhu, 1995, p.521). This taxonomy was chosen for this purpose as there is no other rubric or taxonomy that serves this purpose as efficiently as this one.

This taxonomy divides the feedback types into three categories as global, local and evaluative. Global feedback refers to the types of feedback that focus on the big picture such as issues related to organization, content, logical arrangement of the ideas and so on. Local feedback, however, focuses on more visible issues like grammar, vocabulary, punctuation and spelling. Lastly, an evaluative comment just focuses on the piece of writing as a whole and makes a general assessment about the writing.

After grouping the student feedback as global, local and evaluative, “The Rating Scale for Students’ Written Comments” was used in order to find out the relevancy of the feedback that the students gave. According to this scale, if a comment points out a strong side or a weak side correctly and provides correct advice, it is in number “3” category. Meanwhile, if a comment points out a strong or a weak side, but in a vague way, it is in number “2” category. Finally, if a comment is completely irrelevant and not correct, it is in number “1” category. In other words, “3” means the comment is “*specific and relevant*”, “2” means the comment is “*general but relevant*” and “1” means the comment is “*irrelevant or inaccurate.*” (Subaşı, 2002).

4.1.1.1. The analysis of the peer feedback given by the control group

The control group in the present study consisted of 16 students whose departments were English Language and Literature. Before they started giving peer feedback, they were informed about the notion of the peer feedback, but they were not given any written peer feedback training. Like the experimental group, they were given peer

feedback sheets which had some questions that were created related to the content and the organization of the essay genre they were looking at and the students gave their friends feedback using those peer feedback sheets.

4.1.1.1.1. Peer feedback that was given for the opinion essay by the control group

The students in the control group were asked to write an opinion essay about the topic “Do advertisements help us or harm us?” and they wrote three drafts for this essay. They received peer feedback to their first drafts and this peer feedback was discussed in this section. As this topic was in their Q:Skills Reading and Writing book, they were able to do quite a lot of reading and brainstorming about it before they started writing. Moreover, they were given the time to create an outline for their first draft. Those first drafts received peer feedback and paved the way for the rest of the process. Firstly, the feedback that was given for the opinion essay is presented.

Table 4.1. Written feedback types control group made for the opinion essay

Type	“3”	“2”	“1”	Total
Global	6 (26.08%)	11 (47.82%)	6 (26.08%)	23
Local	26 (54.16%)	12 (25%)	10 (20.83%)	48
Evaluative				5
	32	23	16	76

When the comments that were made by the students in the control group were counted and categorized, it was found out that the students made a total number of 76 comments for the opinion essay. As it can be seen in Table 4.1, while 23 of those comments were about global issues making up the 30.26% of the comments, 48 of them were about local issues, making up the 63.15% of the comments. Also, there were 5 evaluative comments that made up the 6.57% of the total comments.

Among the 23 comments related to global issues, 6 of them could be counted as “specific and relevant”, in other words as number “3”. The comments that were “relevant but general” or number “2” were counted as 11. Lastly, there were 6 comments that were considered as number “1” or “irrelevant or inaccurate.”

To sum up, among the 23 global comments that were made, 26.08% of them were specific and relevant, 47,82% of them were relevant but general and 26.08% of them were neither relevant nor correct.

As it can be understood from Table 4.1 above, the control group gave more local

feedback. Having a look at the 48 comments that were made about the local issues, it was found out that 26 of them were “specific and relevant” and 12 of these comments were “relevant but general”. Finally, the number that made up the irrelevant or inaccurate, number “1”, comments was 10. Hence, among the 48 comments about local issues, 54.16% were specific and relevant while 25% of them were relevant but general. However, 20.83% of the comments were irrelevant and inaccurate.

4.1.1.1.2. Peer feedback that was given for the narrative essay by the control group

The second type of essay that the control group was asked to write was a narrative essay and their topic was “*The biggest risk I have ever taken in my life.*” As in the case with the opinion essay, the topic was from the unit that was being covered in their Q:Skills Reading and Writing book, giving them the opportunity to read about the topic and then create an outline.

Table 4.2. *Written feedback types control group made for the narrative essay*

Type	“3”	“2”	“1”	Total
Global	4 (15.38%)	16 (61.53%)	6 (23.07%)	26
Local	31 (65.95%)	3 (6.38%)	13 (27.65%)	47
Evaluative				3
	35	19	19	76

As a result of the grouping and categorizing process, it was revealed that the students in the control group made a total number of 76 comments for the narrative essay. Table 4.2. shows the results of the categorization of students’ feedback. Among the feedback that the students gave to their peers for their narrative essays, 26 of them were about global issues, 47 of them were about local issues and 3 of them were evaluative. To put it in another way, 34.21% of the comments were related to global issues while 61.84% of them were about local issues. Finally, 3.94% of the feedback were evaluative.

Among 26 global comments, only 4 of them were “specific and relevant” making up 15.86% of the total number while 16 of them were “relevant but general”, making up the 61.53% of the total number. Lastly, 6 of these comments were “irrelevant or inaccurate” and this was the 23.07% of the total number of 26.

When it comes to the 47 comments that were made related to the local issues, it was found out that 31 of them were “relevant and specific”, in other words number

“3”. It was also found out that 3 of the comments were “relevant but general”, namely number “2” and 13 of these comments were number “1”, “irrelevant or inaccurate” Some examples feedback put forward by the control group can be viewed in Table 4.3.

Table 4.3. *Examples of feedback types from the control group*

Comment Type:	Specific and Relevant (3)	General but Relevant (2)	Incorrect or Irrelevant (1)
Global	<ul style="list-style-type: none"> Your thesis statement looks like a supporting statement. 	<ul style="list-style-type: none"> The background information you gave is weak. There is no order of events. 	<ul style="list-style-type: none"> You should get into more detail. (to a narrative essay which has everything detailed.) The composition is too short.
Local	<ul style="list-style-type: none"> Have a look at nouns. You use nouns instead of verbs. Look at plural nouns. Instead of later, use after. 	<ul style="list-style-type: none"> Choose better linkers. Be more careful about grammar. There are some wrong words. 	<ul style="list-style-type: none"> Be careful while writing verbs. There are some sentences which are too complicated to understand.
Evaluative	The content is good, the essay is strong		

4.1.1.2. The analysis of the peer feedback given by the experimental group

The experimental group consisted of 18 students whose departments were English Language and Literature. Before they started giving feedback to their friends, they received written peer feedback training. This training process supplied them a lot of example essays and they were taught to focus on content and organization. After that, they wrote two different types of essays, giving and receiving peer feedback for both of the genres. This section starts with the findings related to the opinion essay.

4.1.1.2.1. Peer feedback that was given for the opinion essay by the experimental group

The opinion essay that the students in the experimental group were asked to write was the same as the one the students in the control group wrote about. The topic was “Do advertisements help us or harm us?” Also, like the control group, the students in the experimental group covered the unit that was about advertising in their Q:Skills Reading & Writing book, so they did some reading and took part in some discussions related to the effects of advertisements. In other words, the students had some ideas and some background knowledge regarding the topic.

However, differently from the control group, the students in the experimental group received written peer feedback training and learned how to give feedback before they wrote anything or evaluated anything. They saw different examples and they learned to focus on content and organization of an essay. The numbers that emerged as a result of grouping and categorizing the peer feedback that the students gave show that training was an influential factor in students' feedback types and comment numbers.

Table 4.4. *Written feedback types experimental group made for the opinion essay*

Type	“3”	“2”	“1”	Total
Global	25 (39.68%)	34 (53.96%)	4 (6.34%)	63
Local	18 (41.86%)	7 (16.27%)	18 (41.86%)	43
Evaluative				9
	43	41	22	115

Analyzing the peer feedback that the students in the experimental group gave for their friends' opinion essays, a total number of 115 comments were counted. According to Table 4.4., while 63 of those comments were about global issues, 43 of them were related to local issues and 9 of them were evaluative. In short, looking at the numbers, it is easy to understand that more than half of the comments were about global issues (54.78%). Comments related to local issues follow that number with 37.39% and finally evaluative comments make up the 7.82% of all comments.

Looking at the 63 global comments in Table 4.4., it can be said that 25 of them were both specific and relevant, number “3”. It should also be noted that 34 of them were “relevant but general”, falling into number “2” category. Lastly, only 4 of them were inaccurate or irrelevant, in other words, number “1”. With that being said, it can be summarized as out of all the 63 comments related to global issues, 39.68% of them were “relevant and specific”, 53.96% of them were “relevant but general” and 6.34% of them were not relevant or correct.

Among 43 comments that were about local issues, 18 of them were “specific and relevant”, 7 of them were “relevant but general” and 18 of them were irrelevant or inaccurate. With these results in mind, it can be deducted that out of all 43 local comments, 41.86% of them fall into number “3” category and 16.27% of them are in number “2” category. Last but not least, 41.86% of them are in number “1” category.

4.1.1.2.2. Peer feedback that was given for the narrative essay by the experimental group

Similarly, to the control group, the students in the experimental group were asked to write a narrative essay about the biggest risk they had taken in their life. Before they started writing, they covered the related unit from their Reading and Writing book. As a result, they had some background information related to the topic. In addition, they received written peer feedback training and learned to focus on content and organization.

Table 4.5. Written feedback types experimental group made for the narrative essay

Type	“3”	“2”	“1”	Total
Global	27 (54%)	18 (36%)	5 (10%)	50
Local	25 (69.44%)	5 (13.88%)	6 (16.66%)	36
Evaluative				3
	52	23	11	89

The number of comments that were put forward for the narrative essay is smaller compared to opinion essay. As it can be seen in Table 4.5., the students in the experimental group made 89 comments for their peers’ narrative essays. However, among these 89 comments, 50 of them were related to global issues, which is a high number. It was also found out that 36 of these comments were local and only 3 of them were evaluative. This shows us that, out of all 89 comments, 56.17% of them were global, 40.44% of them were local and finally 3.37% of them were evaluative comments.

It was also revealed that among 50 comments that were about global issues, 27 of them were “relevant and specific”, falling into number “3” category and this makes the 54% of all of the comments. Next, 18 of them were “relevant but general”, going into number “2” category and making 36% of all 50 global comments. Lastly, 5 of those comments were grouped in “1”, being irrelevant or inaccurate, making up 10% of all the global comments. Also, according to Table 4.5., out of all the 36 local comments, 25 of them were in category “3” which represents “specific and relevant” feedback, 5 of the comments were in category “2” which represents “relevant but general” feedback and lastly 6 of them were in category “1” which means that the comment was “inaccurate or irrelevant.” In other words, out of all the comments that were about local issues, 69.44% were “specific and relevant”, 13.88% were “relevant but general” and 16.66% of them were “irrelevant or inaccurate.”

Table 4.6. can be seen to view examples of global, local and evaluative feedback that were giveby the experimental group. It also categorizes the comments made by the experimental group’s students as number “1”, “2”, and “3”, indicating whether they are specific and relevant, general but relevant or incorrect or irrelevant. As the students in the experimental group mostly gave global feedback, Table 4.6 mostly consists of global feedback types.

Table 4.6. *Examples of feedback types from the experimental group*

Comment Type:	Specific and Relevant (3)	General but Relevant (2)	Incorrect or Irrelevant (1)
Global	<ul style="list-style-type: none"> Your thesis statement is not clear. You said ads help us, but you also said ads mislead us. Pick a side. Your body paragraphs, your examples and your opinions are well stated and fluent. Your concluding paragraph does not look like conclusion. It looks like a body paragraph. 	<ul style="list-style-type: none"> You need to add more detailed examples. I think your thesis statement is not clear enough. I can find it but be clear. The organization is okay, but you should add a few more details when you tell the story 	<ul style="list-style-type: none"> I think your supporting details are not connected to each other. (the examples were connected to each other)
Local	<ul style="list-style-type: none"> Be careful when you use passive voice 	<ul style="list-style-type: none"> You have some grammar mistakes all through the text. 	<ul style="list-style-type: none"> The sentences that you formed are not good enough.
Evaluative	Good job, congrats, I like the essay, I learned new things		

4.1.1.3. Comparison of the control and the experimental group in terms of the type of feedback they gave

Having a look at Table 4.7, one can easily say that the experimental group made more comments compared to the control group for both types of essays. While the experimental group made a total of 115 comments for the opinion essay, the control group made 76. The situation is quite similar for the narrative essay as well because while the experimental group resulted in 89 comments, the control group made 76 comments. In other words, the experimental group surpassed the control group by making 204 revisions when the control group made 152 for both of the essays. Looking

at these numbers, it can be easily said that peer feedback training helped the students in the experimental group to have a more critical eye on the essays compared to the control group.

With that being said, there is also a difference between the groups in terms of the comments related to global issues. The control group made 23 global comments for the opinion essay and 26 comments for the narrative essay, making the number 49 in total. On the other hand, the experimental group made 63 comments related to global issues for the opinion essay and 50 comments for the narrative essay, resulting in 113 in total. These numbers clearly indicate that the experimental group focused more on global issues like organization and content compared to the control group. This also indicates the effectiveness of the training that the experimental group received as it shows that the students in the experimental group were able to focus on big and deep issues such as content and organization. Meanwhile, compared to the experimental group, the control group remained superficial and mechanic in terms of the feedback they gave as they mostly focused on local issues.

In addition to this, among the 113 global comments that were made by the experimental group, only 9 of them were counted as irrelevant or inaccurate. In other words, only 7.93% of the global revisions were incorrect or irrelevant and this shows that the students in the experimental group were able to give correct and relevant feedback most of the time. However, having a look at the control group, one cannot say the same. Out of the 49 global comments that they made, 24% was found out to be irrelevant. Keeping in mind that the number of the global comments was already low to begin with, this percentage shows that they had difficulties in giving correct and relevant feedback related to global issues. These results show us that getting peer feedback training before writing affected students' feedback giving skills significantly. Written peer feedback training not only helped the experimental group's students to produce more global comments, it enabled students to come up with relevant and correct comments. It can be easily observed that written peer feedback training was very effective for the students to improve their competence to give accurate and relevant feedback.

When it comes to comments related to local issues, the control group turns out to be the one with the more comments, making 95 local comments in total for both the opinion essay and the narrative essay. Meanwhile, the experimental group is seen to

make 79 comments related to local issues for both of the essays. Looking at the relevancy of these comments made by the control group, it can be revealed that 23 of these comments (24.21%) were counted as irrelevant or inaccurate while 24 of the comments that were made by the experimental group were considered as invalid or inaccurate, making it 30% out of 79 comments.

This shows that the control group focused more on local and visible issues like grammar, vocabulary, punctuation and so on. Once again, this could be explained by the fact that they were not trained like the experimental group, so they did not have any idea about how to look at issues like organization or content. It did not occur to them to have a look at the big picture, in short. That's why, they just focused on what they could see and what they could see was local issues.

Table 4.7. *The comparison of the control group and the experimental group in terms of written feedback types*

TYPES	CONTROL GROUP								EXPERIMENTAL GROUP							
	OPINION ESSAY				NARRATIVE ESSAY				OPINION ESSAY				NARRATIVE ESSAY			
	"3"	"2"	"1"	Total	"3"	"2"	"1"	Total	"3"	"2"	"1"	Total	"3"	"2"	"1"	Total
Global	6	11	6	23	4	16	6	26	25	34	4	63	27	18	5	50
	(26.08%)	(47.82%)	(26.08%)		(15.83%)	(61.53%)	(23.07%)		(39.68%)	(53.96%)	(6.34%)		(54%)	(36%)	(10%)	
Local	26	12	10	48	31	3	13	47	18	7	18	43	25	5	6	36
	(54.16%)	(25%)	(20.83%)		(65.95%)	(6.38%)	(27.65%)		(41.86%)	(16.27%)	(41.86%)		(69.44%)	(13.88%)	(16.66%)	
Evaluative				5				3				9				3
				76				76				115				89

4.1.2. The difference between the experimental and the control group in terms of their writing performance

After finding out the effect of getting written peer feedback training on the types feedback that the students give, another aim of this study was to analyze if written peer feedback training had any effect on students' writing performance improvement in both of the groups.

In order to find out the answer of this question, three different statistical tests were carried out in three stages. As the first step, a paired samples t-test was conducted

for both essay types the groups wrote to find out the difference between their first drafts and the second drafts. By doing this, it was aimed to investigate whether the writing performance improvement of the experimental group was better as a result of the written peer feedback training they got. In other words, the effect of written peer feedback training on the writing performance of the students was aimed to be investigated. Moreover, an independent samples t-test was carried out in order to compare the second drafts of both the experimental group and the control group for both essay types.

Apart from this analysis, another paired samples t-test that compared the second and the third drafts of both essay types in both of the groups was carried out. The main objective of doing this was to see the role of teacher feedback in students' writing performance development throughout the drafting process and compare it with the effect of peer feedback. Naturally, as a process-oriented approach was used in the writing class, teacher feedback was a part of the cycle, as well. That is why, the effect of teacher feedback on the overall writing performance improvement of the students was investigated. Furthermore, an independent samples t-test was carried out in order to compare the third drafts of the experimental group and the control group both for the opinion essay and the narrative essay. Moreover, a post hoc analysis that measured the effect of teacher feedback and peer feedback was carried out. By doing so, the effect of peer feedback and teacher feedback on the overall writing proficiency improvement was compared.

4.1.2.1. The effect of training on students' writing performance improvement

As it was mentioned above, the main aim of this study was to see the effect of written peer feedback training on students' feedback giving skills as well as their writing performance improvement. In order to find out the effect of written peer feedback training on students writing performance, the first drafts and the second drafts of the students in both of the groups were compared using paired samples t-tests.

Besides comparing the first drafts and the second drafts of the students in each group itself, the opinion essay second drafts of both groups and the narrative essay second drafts of both groups were compared using independent samples t-tests in order to be able to identify the effect of written peer feedback training on students' writing performance better.

4.1.2.1.1. The comparison of the first drafts and the second drafts of the students in the control group

The control group, which consisted of 16 Turkish EFL students, had never written any types of essays before this study. During their first quarter of their first semester at Prep School, they were taught how to write paragraphs first. Later on, they were introduced to Opinion Essay. Hence, the process was difficult and challenging for them. Furthermore, they were not exposed to a written peer feedback training.

After they were taught how to write an opinion essay, they were asked to write about the topic “*Do advertisements help us or harm us?*” They had the time to create an outline before they started, and this was their only preparation. Creating their outline, they wrote their first drafts and then received peer feedback for their first drafts. Lastly, with the help of the peer feedback that they got, they created a second draft.

Table 4.8. *t*-test results showing the mean scores of the first and second drafts of the control group for the opinion essay

	N	\bar{x}	df	SD	t	P
Opinion Essay First D.	16	72,19		8,35		
			15		-0,405	,691
Opinion Essay Second D.	16	72,63		8,64		

As it can be clearly seen from Table 4.8 above, the mean score of the opinion essay first drafts of the control group is revealed to be 72.19. Interestingly, it can be also seen that the mean score of their second drafts of the opinion essay is found out to be 72.63. This is almost the same as their first drafts mean score, which means they did not really improve their writing performance between writing the first draft and the second draft of their opinion essays.

Furthermore, looking at Table 4.8. above, it can be easily stated that there is not a statistically significant difference between the mean scores of the first drafts and the second drafts of the control group in terms of their writing performance improvement for the opinion essay ($t(15) = -0,405$; $p > 0.05$). In other words, it can be said that getting peer feedback did not have a significant effect on helping students create better opinion essay second drafts in the control group. This indicates that the peer feedback they received did not lead them to make successful revisions.

After they wrote and gave peer feedback to the opinion essay, the control group students were required to write a narrative essay. As easy as it looks, understanding the narrative genre and writing a narrative essay was not an easy concept for the students in the control group because they had to be careful about the chronological order of the events while paying attention to the tense shifts at the same time.

Like they did with the opinion essay, they were given time to create an outline. Then, they wrote their first drafts and then received peer feedback to their first drafts. Finally, with the help of the peer feedback that they got, they penned their second drafts.

Table 4.9. *t*-test results showing the mean scores of the first and second drafts of the control group for the narrative essay

	N	\bar{x}	df	SD	t	P
Narrative Essay First Draft	16	69,13	15	12,66	-2,174	,046*
Narrative Essay Second Draft	16	72,63		8,70		

As it can be seen from Table 4.9, the mean score of the first drafts of the narrative essays was 69,13 while the mean score of their second drafts was found out to be 72.63, indicating a small rise between the first draft mean score and the second draft mean score. This small rise indicates the lack of written peer feedback training in the control group as it shows that they were not able to make use of peer feedback in an efficient way. Moreover, having a look at Table 4.9, it can be concluded that there is a difference between the first draft and second draft mean scores of the students in the control group in terms of their narrative essays, but it is not a statistically significant difference. To put it in another way, the control group students barely improved themselves in terms of their writing performance between their first and second drafts of narrative essays. ($t(15) = -2,174$; $p < 0.05$).

4.1.2.1.2. The comparison of the first drafts and the second drafts of the students in the experimental group

The experimental group in the present study was exposed to an intensive written peer feedback training before they started giving and receiving peer feedback. After

their training was completed, they wrote three different drafts for two types of essays and received peer feedback for their second drafts. Like the control group, they had never written an essay before they took Reading and Writing class at Prep School. While they were getting peer feedback training, they were informed about the organization about the opinion essay by looking at different examples and exercises. Not only were they taught the notion of opinion essay, but they were also educated about how to check or evaluate an opinion by focusing on global issues like content and organization.

Table 4.10. *t*-test results showing the mean scores of the first and second drafts of the experimental group for the opinion essay

	N	\bar{x}	df	SD	t	P
Opinion Essay First Draft	18	74,67	17	6,14	-8,285	0,000**
Opinion Essay Second Draft	18	83,89		3,76		

The experimental group was asked to write about the same topic as the control group, which is “*Do advertisements help us or harm us?*” After they finished their training, they created their outlines and wrote their first drafts of the opinion essays. As Table 4.8 suggests, the mean score of their first drafts is 74.67. Following that, they received peer feedback and wrote their second drafts using the peer feedback that they were given. As a result, the mean score of their second drafts is found out to be 83.89.

By having a look at Table 4.10, it can be safely assumed that the written peer feedback training played an important role on the experimental group students in terms of improving their writing performance while writing their opinion essays. That is to say, there is a statistically significant difference between the first drafts mean score and the second drafts mean score of the students in the experimental group. ($t(17)=-8,285$; $p<0.01$).

Table 4.11. *t*-test results showing the mean scores of the first and second drafts of the experimental group for the narrative essay

	N	\bar{x}	df	SD	t	P
Narrative Essay First Draft	18	74,00	17	7,34	-12,004	,000**
Narrative Essay Second Draft	18	82,89		6,97		

The narrative essay was more difficult for the students to write compared to the opinion essay as keeping the chronological order while establishing a good flow was quite challenging. However, with the help of the written peer feedback training they received and the outlines they created, they managed to come up with their first drafts

As the Table 4.11 suggests, the mean score of the first drafts of the narrative essay is revealed to be 74.00 while the mean score of their second drafts of the narrative essay is 82.89. Moreover, looking at Table 4.11, it can be easily concluded that there is a statistically significant difference between the first drafts mean scores and the second drafts mean scores of the experimental group ($t(17)=-12.004$; $p<0.01$). Once again, it shows that getting written peer feedback training was really efficient in making students improve their writing performance.

4.1.2.1.3. *The comparison of the second drafts of the experimental group and the control group*

After analyzing the difference between the first drafts and the second drafts of the students in both the control and the experimental groups for both essay types, another analysis was carried out that looked deeply into the difference between their second drafts of opinion essays and narrative essays.

In order to understand this, two independent samples t-tests were run that looked at the mean scores of the second drafts of both essay types. The reason behind this step was to understand the effect of written peer feedback training on students writing performance more clearly. Firstly, both of the groups were compared in terms of their second drafts of the opinion essays that they produced. After that, narrative essay second drafts were compared. Table 4.12. below shows the mean scores of both groups in terms of their opinion essay second draft mean scores.

Table 4.12. *The comparison of the mean scores of the opinion essay for the second draft in both groups*

Group	N	\bar{x}	df	SD	t	P
Experimental opinion	18	83,89	19,97	3,76	4,825	,000**
Control opinion	16	72,63		8,64		

Looking at Table 4.12 above, it can be clearly seen that there is a difference between the second draft mean scores of the experimental group and the control group

in terms of their opinion essays. While the mean score of the experimental group is 83.89, the mean score of the control group is 72.63, which is quite lower than the mean score of the experimental group students.

Furthermore, this difference between the mean scores means the effect of written peer feedback training was really important in determining their writing performance. As Table 4.12 suggests, there is a statistically significant difference between the mean scores of the second drafts of the control group and the experimental group. ($t(19.97)=4.825$; $p<0.01$)

Table 4.13. *The comparison of the mean scores of the narrative essay for the second draft in both groups*

Group	N	\bar{x}	df	SD	t	P
Experimental narrative	18	82,89	32	6,97	3,814	,001**
Control narrative	16	72,63		8,71		

The second drafts of the narrative essays of both groups were also compared to investigate the difference between the groups in terms of their writing performance. As Table 4.13 above indicates the mean score of the second drafts of the control group is 72.63. However, the mean score of the second drafts of the experimental group is 82.89. This means that the experimental group gained more from the peer feedback that they were given and created more improved second drafts compared to the control group.

Moreover, looking at Table 4.13, it can be concluded that there is a statistically significant difference between the mean scores of the second drafts of the experimental group and the control group in terms of their narrative essays ($t(32)=3.814$; $p<0.01$). This statistical finding further proves the effect of written peer feedback training on helping students give better peer feedback and improving students' writing performance as a result of the peer feedback.

Overall, the analyses of the second drafts of the opinion essays and the narrative essays of the control group and the experimental group put forward a significant difference. It can be easily said that getting written peer feedback training before giving and receiving peer feedback really helped the experimental group to produce more accurate and relevant feedback. This, in turn, contributed to their writing performance as they were able to come up with better second drafts than the control

group. This clearly shows the strong effect of the written peer feedback training on making peer feedback practice something worthwhile and influential.

4.1.2.2. *The overall writing performance improvement of the students in both of the groups*

In both the experimental group and the control group, the students were required to write a third draft after their second draft. They created these third drafts with the help of the teacher feedback that they received on their second drafts. In order to see the effect of teacher feedback and compare the effect of peer feedback with teacher feedback on students overall writing performance improvement, paired samples t-tests were run to analyze the differences between students’ second drafts and third drafts for both of the groups for both essay types that the students wrote.

As it was explained in the previous section, the experimental group was able to create better second drafts compared to the control group with the help of the peer feedback that they received, and this peer feedback was a result of the written peer feedback training. By looking at the improvement between the second and the third drafts, it is aimed to see how much of the students’ overall writing performance improvement was a result of peer feedback and how much of it was a result of teacher feedback at the end of the drafting process in both groups.

4.1.2.2.1. *The comparison of the second drafts and the third drafts of the students in the control group*

The control group in this study did not receive any written peer feedback training before they started giving peer feedback and the lack of training was a factor that made an effect on their second drafts. Unlike the experimental group, they did not show a significant improvement that resulted from peer feedback between the first drafts and the second drafts of neither the opinion essay nor the narrative essay that they wrote.

Table 4.14. *t-test results showing the mean scores of the second and third drafts of the control group for the opinion essay*

	N	\bar{x}	df	SD	t	P
Opinion Essay Second Draft	16	72,63	15	8,64	-4,226	,001**
Opinion Essay Third Draft	16	77,63		7,56		

It is obvious from Table 4.14 above that the teacher feedback they received for their second drafts made more impact on their writing performance improvement of their opinion essays as while the mean score of their second drafts is 72.63, the mean score of the third drafts, the drafts that were created as a result of teacher feedback, is 77.63. This clearly shows an improvement which is a result of teacher feedback. Moreover, the difference between the second draft mean score and the third draft mean score is found out to be statistically significant ($t(15)=-4,226$; $p<0.01$).

When it comes to the narrative essay, the situation was not quite different than the opinion essay. As it was discussed in the previous section related to the effect of training on students' writing performance improvement, the control group showed a small improvement between their first drafts and second drafts of the narrative essay, but it was not a statistically significant improvement. In other words, peer feedback did not assist them in terms of writing better second drafts.

Table 4.15. *t-test results showing the mean scores of the second and third drafts of the control group for the narrative essay*

	N	\bar{x}	df	SD	t	P
Narrative Essay Second Draft	16	72,63		8,70		
			15		-7,447	,000**
Narrative Essay Third Draft	16	79,94		7,62		

As Table 4.15 indicates, the mean score of the second drafts of the narrative essays was 72.63. Meanwhile, after they were given teacher feedback to their second drafts, the mean score of their third draft rose up to 79.94, showing once again that teacher feedback was more beneficial for the students in the control group to improve their writing performance of their narrative essays.

Furthermore, this rise between the second draft mean score and the third draft mean score is found out to be statistically significant. In other words, there is a statistically significant difference between the mean score of the second drafts and the mean scores of the third drafts of the students in the control group in their narrative essays ($t(15)=-7.447$; $p<0.01$).

4.1.2.2.2. The comparison of the second drafts and the third drafts of the students in the experimental group

Unlike the control group, the experimental group showed great improvement in terms of their writing performance between their first drafts and second drafts. This was because of the good peer feedback that they gave each other, and the source of this good peer feedback was written peer feedback training. With that being said, it was also aimed to find out if the effect of teacher feedback was bigger than peer feedback or peer feedback still prevailed when it came to the overall writing performance improvement.

To be able to see that, first of all, the second draft mean score and the third draft mean score of the opinion essays that the students wrote were compared. As it can be seen in Table 4.16, while the mean score of the second drafts is 83.89, the mean score of the third drafts is found out to be 87.50.

Table 4.16. *t*-test results showing the mean scores of the second and third drafts of the experimental group for the opinion essay

	N	\bar{x}	df	SD	t	P
Opinion Essay Second Draft	18	83,89	17	3,76	-3,993	0,001**
Opinion Essay Third Draft	18	87,50		5,03		

Looking at Table 4.16 above, it can be said that there is a statistically significant difference between the second drafts and the third drafts of the opinion essays of the experimental group ($t(17) = -3,993$; $p < 0.01$). In other words, teacher feedback also helped the students in the experimental group to improve their writing. However, the effect of peer feedback was much stronger as it can be understood from the difference between their first draft mean score and the second draft mean score.

The case with the narrative essays that the students in the experimental group wrote is quite similar to the opinion essay. That is, they showed a significant improvement in terms of their writing performance between their first and second drafts. It can be stated that the reason for that improvement was the written peer feedback training they received before they started giving peer feedback considering that it enabled them to give accurate and relevant peer feedback. However, the experimental group also showed improvement between their second and third drafts.

Table 4.17. *t*-test results showing the mean scores of the second and third drafts of the experimental group for the narrative essay

	N	\bar{x}	df	SD	t	P
Narrative Essay Second Draft	18	82,89	17	6,97	-4,240	,001**
Narrative Essay Third Draft	18	85,94		5,73		

When it comes to comparing their second and third drafts of narrative essays, as it can be viewed in Table 4.17, the mean score of their second drafts was 82.89 and the mean score of their third drafts was found out as 85.94. It can be easily stated that there is a statistically significant difference between the narrative essay second draft mean scores and the third draft mean scores of the students in the experimental group ($t(17) = -4,240$; $p < 0.01$). Once again, teacher feedback also played a role in experimental group's writing performance improvement although it was a smaller role than the peer feedback's role.

4.1.2.2.3. The comparison of the third drafts of the experimental group and the control group

As the last step, the final drafts of the students in both the experimental group and the control group were compared both for the opinion essay and the narrative essay so as to see the overall writing performance improvement of the students. In order to do that, two independent samples *t*-tests were administered for each essay type that the students wrote and the results of these are discussed in this part.

First of all, the results related to the third drafts of the opinion essays of both groups are handled. Following this, the narrative essay third drafts of both groups are going to be compared. As mentioned above, the aim of doing so is to analyse the writing performance improvement of the students in both groups.

Table 4.18. *The comparison of the mean scores of the opinion essay for the third draft in both groups*

Group	N	\bar{x}	df	SD	t	P
Experimental group	18	87,50	32	5,03	4,530	,000**
Control group	16	77,63		7,56		

According to Table 4.18, the mean score of the control group reached up to 77.63 at the end of the writing process. However, the mean score of the experimental group went up a lot higher, which is 87.50. This shows that the writing process that they went through was more beneficial for the experimental group as they experienced a very big peer feedback effect as well as a teacher feedback effect. The situation was not the same for the control group as it looked like they were only able to improve themselves with the help of teacher feedback.

Moreover, as Table 4.18 shows clearly, it can be easily asserted that there is a statistically significant difference between the mean scores of the control group and the experimental group in terms of their opinion essays ($t(32)= 4,530$; $p<0.01$).

Table. 4.19. *The comparison of the mean scores of the narrative essay for the third draft in both groups*

Group	N	\bar{x}	df	SD	t	P
Experimental	18	85,94	32	5,73	2,615	,013*
Control	16	79,94		7,62		

Next, the third drafts of the narrative essays of the students were compared. The aim was again to see the overall writing performance improvement of the students and it indicated similar results to the opinion essay. Namely, the experimental group reached up to a higher mean score which is found out to as 85,94 while the mean score of the control group was 79,94

The mean score comparison of the third drafts of the narrative essays clearly showed a difference between the experimental group and the control group and this difference was in favor of the experimental group. To put it in another way, there is a statistically significant difference between the experimental group and the control group in terms of their narrative essay final drafts ($t(32)= 2.615$; $p<0.05$). This demonstrated the fact that experimental group students made use of peer feedback more efficiently than the control group students and made use of both peer feedback and teacher feedback, improving themselves more in the end.

Moreover, a post hoc analysis was done to be able to see the effect of peer feedback and teacher feedback more thoroughly. Table 4.20 shows the comparison of the differences in the second and the third draft scores in both opinion essay and narrative essay between the experimental group and the control group by means of the

effect size analyses. The effect size indicators presented is Cohen's d , which is calculated with the spreadsheet provided by Lakens (2013).

Table 4.20. Comparison of the second and third draft scores on both types of essays between the experimental and the control group by means of effect size analyses

Type of Comparison	Mean difference	Effect Size	95% Confidence Interval	
			High	Low
Opinion Essay Second Draft	11.26	1.73	2,51	0,92
Opinion Essay Third Draft	9.87	1.56	2,31	0,77
Narrative Essay Second Draft	10.26	1.31	2,04	0,55
Narrative Essay Third Draft	6.00	0.90	1,59	0,18

Cohen's d is calculated to measure the magnitude of the mean differences (Cohen, 1988) when there is a statistically significant difference. The calculated d is interpreted as small, medium and large in terms of the reference values of 0.2, 0.5 and 0.8 respectively. As can be seen in Table 4.20, the effect sizes in all the comparisons are above 0.8, which indicates a large effect.

It should be noted that the effect sizes of the comparisons of second drafts in both opinion and narrative essay ($ES_{\text{opinion_second}}=1.73$; $ES_{\text{narrative_second}}=1.31$) are higher than those in the comparisons of third drafts ($ES_{\text{opinion_third}}=1.56$; $ES_{\text{narrative_third}}=0.90$), which might be attributed to the peer feedback given by the students. On the other hand, the effect sizes for the third draft comparisons in opinion and narrative essay ($ES_{\text{opinion_third}}=1.56$; $ES_{\text{narrative_third}}=0.90$ respectively) were found to be less than the second drafts. This finding also suggests a favorable outcome for the effectiveness of peer feedback since the students in both the experimental group and the control group received teacher's feedback before the third drafts, which seems to have caused a lower difference when compared to peer feedback.

To sum up, looking at the comparisons of second drafts and third drafts of the students, one can easily understand that both the experimental group and the control group created better work at the end of the writing process that they experienced. Considering that writing is a process, it is perfectly understandable that they both experienced growth in terms of their writing performance.

It is also very easy to notice that the experimental group experienced most of this improvement as a result of the peer feedback that they got. Obviously, teacher feedback helped them as well, considering the improvement they went through

between their second drafts and third drafts, but the main source of their improvement seems to be the peer feedback that they were given by their friends as it caused them to experience more improvement in terms of their writing performance compared to the teacher feedback.

The situation is quite the opposite for the control group. Looking at the results above, it is very apparent that they did not experience a writing performance improvement that resulted from peer feedback. Actually, their opinion essay first draft mean score and second draft mean score are almost the same. This shows that they were not able to give and receive correct and relevant peer feedback.

This situation can be explained with the lack of written peer feedback training. Not knowing how to give peer feedback caused the students in the control group not give healthy feedback to their friends. As a result, they showed no improvement between their first drafts and second drafts. Almost all of their writing performance improvement seems to be a result of the teacher feedback that they received for their second drafts as they showed a significant difference between their second drafts and third drafts.

In conclusion, both the experimental group and the control group experienced a writing performance improvement at the end of the drafting process. This was an expected result considering the fact that writing is a process and writing drafts helps students to have the chance to increase their performance. However, the reason behind the writing performance improvement of the students in the experimental group and the control group are different from each other. While the students in the experimental group made use of peer feedback in an efficient way with the help of the written peer feedback training that they received and improved their performance between their first and second drafts, the control group students struggled in this part. In other words, the control group students were not able to show performance improvement between their first drafts and second drafts and the reason for that was the fact that they did not know how to give peer feedback. The lack of peer feedback training was an effective factor for the students in the control group.

Finally, both of the groups made use of teacher feedback and improved their performance because of teacher feedback. However, for the experimental group, the effect of peer feedback was much stronger than the teacher feedback. The written peer feedback training they received before the process helped them to put forward healthy

and relevant peer feedback that was more influential than the teacher feedback. Meanwhile, for the control group, the teacher feedback was almost their only source of improvement as they improved their writing performance between their second and third drafts.

4.1.3. The opinions of the students regarding peer feedback

As the final part of the study, an interview was carried out in order to find out the opinions of the students both in the experimental group and the control group. The students in each group were asked the same questions that aimed to make them think about the peer feedback practice and evaluate it. Moreover, the students in the experimental group were required to answer to some more questions regarding the written peer feedback training they received, too.

Before the interview took place, a pilot interview was carried out with a student from the experimental group and any misleading questions were omitted from the question list. Besides, some questions were paraphrased in order to make them more understandable for the students. After the pilot interview, 6 students from the experimental group and 4 students from the control group were picked for the interview. The interviews were carried out in Turkish to give the students the opportunity to express themselves easily and they were translated into English by the researcher later.

4.1.3.1. Control group students' opinion regarding peer feedback

As mentioned above, four students were interviewed from the control group. Those students were asked some questions in order to find out their positive and negative opinions related to peer feedback practice. They were also encouraged to give their suggestions related to peer feedback.

Looking at the answers that they gave, two positive themes and two negative themes were found out. While *“helpful for error correction”*, which was mentioned by all four students that were interviewed, and *“improving writing and motivation to write”*, which was stated by two students out of four can be counted as the positive ones, *“not knowing how to give feedback”*, which was mentioned by three students out of four and *“destructive for friendships”*, which was also stated by three students out of four, are the negative ones.

4.1.3.1.1. *Helpful for error correction*

One thing that outshines every answer that the students in the control group gave was their obsession with errors, noticing errors and error correction. It is quite obvious that that they saw the peer feedback practice as an easy way to correct the grammar, vocabulary and other local issue related errors before they submit their work to the teacher. Four of the students that were interviewed mentioned that they were able to notice errors better and they hoped to make less errors themselves as a result of the peer feedback practice.

Student 3: “We looked at errors more carefully. For example, I was more careful when I checked my friend’s paper. I paid extra attention on -s in simple present tense when I wrote. I started to pay attention to other things as well.”

As Student 3 mentioned here, they saw the whole thing as an activity to notice grammar mistakes or vocabulary mistakes and fix these. This further supports the findings related to the comment types of the control group as they made a lot more comments focusing on local issues compared to the ones focusing on global issues. Moreover, Student 2 stated: “When our friends check our papers or we have a look at the papers putting ourselves into their place, we can reduce number of our errors.” Therefore, getting peer feedback might have been a way to reduce the local errors that they made for the students in the control group.

4.1.3.1.2. *Improving writing and motivation to write*

Another positive thing that the students mentioned was the fact that they felt like giving peer feedback improved their writing skills. First of all, two out of four students indicated that giving peer feedback and knowing that their friends would have a look at their paper motivated them to write more carefully. Student 2 indicated the effect of peer feedback on her motivation to write by stating “The positive effect it has on me is that it motivated me to write more carefully.”

This might stem from the fact that they knew their papers were going to be evaluated by their peers, so they felt like they needed to write better. Even though getting more motivated to write is always a good thing, it might be a result of the fear of getting judged by their peers in this case.

Although it cannot be visibly seen in the interview findings, the atmosphere and the energy were observed as a little bit defensive in the classroom as they were giving and receiving peer feedback.

One interesting finding came from Student 3. The students in both of the groups were encouraged to write their feedback in English to the peer feedback sheets, but they were allowed to write in Turkish if they had any difficulties expressing themselves in English. Needless to say, almost all of the students in the control group chose to give their peer feedback in Turkish. The situation was not too different in the experimental group as only a few students gave feedback in English. For these reasons, it is quite an important thing that Student 3 remarked that giving peer feedback in English motivated her and improved her writing.

Student 3: “You said we could give peer feedback in English. That really improved me. I mean I wrote my essay, but I tried to write my peer feedback in English, too. It has contributed a lot to my English. It positively affected me.”

4.1.3.1.3. *Not knowing how to give feedback*

When the students in the control group were asked to mention the negative or the lacking parts of the peer feedback experience, they stated that they were hesitant about it because they had some doubts in their minds related to how to give feedback. They expressed that they had their doubts about their feedback giving skills as they did not know how to evaluate a piece of writing. In addition to this, they also noted that they thought their English was not good enough to give someone feedback.

Student 2: “I think the lacking part stems from us because we do not know how to assess writing. We cannot help our friends. However, when you have a look at it from a different perspective, peer feedback method is rarely used. I think it could be better when it is used more.”

This extract taken from Student 2’s interview clearly shows the effect of the lack of training. As the student indicates, they had difficulties giving feedback to their friends’ papers because they did not know how to evaluate or what to look for. This could be why they just focused on visible errors which were related to local issues and mostly ignored global issues in their friends’ writing as they were not able to find those.

It was found out that students also felt inadequate and they were afraid of misleading their friends by giving them inaccurate feedback. This might have caused them to hold themselves back and lose motivation along the way, thinking that they did not have enough knowledge and skills to give someone feedback.

Student 2: “Sometimes we do not know what to do. We may not know enough about the subjects and we might mislead our friends. Because none of us are amazing in terms of grammar, speaking or writing. As a result of this, we may cause our friends to make more errors.”

The lack of training and not feeling competent enough to give feedback caused other problems. When asked if peer feedback made an effect on their friends, all four of the students stated that they did not have any idea about this because they were not so sure about the feedback that they gave. Student 4 states that they were not knowledgeable enough to notice whether what they thought as an error was actually an error. With this in mind, they assumed their feedback did not affect their friends.

Student 4: "Noticing each other's mistakes first will improve us a lot because we have to be knowledgeable about a lot of subjects to be able to distinguish if something is really an error. That's why I do not think it (peer feedback) affected my friends a lot."

Obviously, this situation resulted in them not giving effective feedback to their friends and this affected the feedback giving cycle in a negative way. When one student did not give peer feedback because he did not know what to do or what to correct, the students in the receiving end did not get any comments and ended up not having something to work on for their second draft. To sum up, the lack of a training ruined all peer feedback process for these students. This even led them to state that they preferred teacher feedback over peer feedback as Student 3 mentioned: "I could not see any errors to fix on my paper because my friend did not point them out. If you assessed those papers, you would have been more careful."

All of these problems could be solved with one thing and it is written peer feedback training. Not having a peer feedback training before giving feedback caused the control group to feel lost while giving their friends peer feedback and focus on visible and local errors. It also led them into thinking they were not competent enough to give peer feedback and they preferred teacher feedback over peer feedback. These problems can be overcome with a suitable written peer feedback training.

4.1.3.1.4. *Destructive for friendships*

Another negative theme that emerged from students' answers was related to their interaction with friends. This was an expected outcome considering the tense classroom atmosphere that could be easily observed while they were giving each other peer feedback.

Three out of four students mentioned some problems or lacking parts related to interpersonal relationships and their interaction with friends. Furthermore, two students suggested that peer feedback activity should be anonymous because, otherwise, they were not very comfortable to give peer feedback since it emotionally

affected them. They were afraid of hurting their friends' feelings and harming their friendship on the way.

Student 4: "The negative part might be that in the class some close friends do not tell each other their errors honestly in order not to be offending, so when we give peer feedback, the names could be hidden or there can be another way."

In addition to this, one of the students who suggested turning the peer feedback activity into an anonymous one stated that when their peers knew who gave them feedback, they started questioning the feedback and the student believes that this should not be allowed. This is quite problematic in itself. This indicates that how different and wrong they perceived the idea of peer feedback. Instead of seeing it like helping each other to create better work, they saw it as error hunting. They just put peer feedback into teacher feedback's role and thought it should be accepted without a second thought. One of the biggest reasons of this is the lack of peer feedback training. If they had gotten training, they would have known peer feedback was something different than what they assumed as making students understand they were going to give peer feedback to help each other in a friendly atmosphere was the first step of the training.

Student 1: "I think it would be better not to know who we are getting peer feedback from because some friends do not like the feedback and question it. I think they do not have this right and it is not nice when you have a look at it like this."

4.1.3.2. *The experimental group's opinion regarding peer feedback training*

Like it was mentioned in the previous section, six students were chosen to be interviewed from the experimental group. First of all, the students' opinion about peer feedback training was asked and they were encouraged to state both their positive and the negative opinions about it. Following this, they were requested to mention their positive and negative opinions about the peer feedback practice itself. As the final step, they were asked whether they had any suggestions or if they would like to mention any limitations.

Looking at the answers that were given by the students to the questions regarding the peer feedback training, three themes were found out as two of them being positive and the other one being negative. The themes that emerged from the answers of the students can be counted as "*improving their feedback giving skills*", "*getting awareness on their writing skills*" and "*more tiring compared to other methods*". The fact that written peer feedback training improved their skills to give peer feedback was

stated by all of the six students that were interviewed. Also, six out of six students mentioned that training helped them to get awareness on their writing skills. Lastly, one out of six students mentioned that the training process was tiring for them.

4.1.3.2.1. *Improving their feedback giving skills*

The main aim of the present study was to see if giving students written peer feedback training would help them to produce better feedback and the students in the experimental group seem to think peer feedback training helped them to produce better feedback. Six students were interviewed in the experimental group and all of them mentioned that they thought peer feedback training contributed a lot to their feedback giving skills. This correlates with the findings that were reached looking at their peer feedback sheets as the experimental group made more revisions compared to the control group and most of their revisions were about global issues of writing and relevant.

The answers that were given by the students seem to suggest that training played a crucial role in helping them to learn how to look at a piece of writing and evaluate it properly. They all mentioned that getting training was beneficial in terms of learning how to evaluate a piece of writing.

Student 3: “The training process before we started giving feedback was advantageous for us because with the help of this, we learned how to check a paragraph or an essay. It was like an exercise for us. We gained an idea about how to look at writing. That is why, think it is beneficial.”

They thought that the training process was like an exercise for them and they enjoyed putting themselves into a different position. In other words, they loved playing the teacher and learning the process of evaluating a piece of writing. For them, it felt like they were becoming a part of a secret and this feeling had a positive effect in the classroom atmosphere. Needless to say, it caused them to take writing more seriously.

Students were also questioned about whether they thought the training that they received was sufficient enough or not. They were asked if they could add or suggest anything else that would make the training better. The answers that the students gave put forward that they thought the training was sufficient enough for them to grasp how to give feedback.

Student 6: “I think they were sufficient because we also learned some good tips and tricks listening to the teacher in the classroom. However, seeing some example essays written by previous students and learning how we should assess a piece of writing we read were more memorable since it was also visual... What else could be done, anyway?”

Moreover, it goes on without saying that learning the methods and ways of looking and evaluating an essay made the students feel stronger about their feedback giving skills and this affected how they assessed their friends' papers and the types of comments they made. They felt more confident and this influenced the way they handled peer feedback practice.

Student 1: "We found out that we could fix and edit something, too. I realized that we do not have to be given feedback all the time, but we can also give feedback with the help of peer feedback training."

This shows that training helped them widen their horizons when it came to feedback. Most of the students are programmed to get teacher feedback and accept it without a second thought. As a result, when they are challenged to do something different, something that is out of the ordinary for them, they start struggling. However, in this case, having a peer feedback training helped the students in the experimental group to adapt into the process and feel self-confident about their feedback giving skills.

Last but not least, receiving training played a role in changing students' attitude related to the peer feedback practice, as well. The training process made them feel ready when it came to give feedback and they were more eager compared to the control group to give feedback. Comparing the numbers and the types of the comments that were made by the experimental group and the control group, this can easily be approved.

As Student 1 mentions, during the peer feedback practice, the experimental group was more aware of what they were doing, and they were more careful compared to the control group. One of the biggest reasons for this difference between the two groups is obviously training. Getting training helped the students in the experimental group to act more professionally when they were giving peer feedback.

Student 1: "When we first started, giving peer feedback made me feel nervous because I thought I could not do it. I thought I would not be able to notice some things or that some of my friends would not be able to find out errors in my writing and I would have nothing to work on my second draft. However, after we started this process, I observed that, on the contrary to what I thought, everyone was aware of what was going on and they were noticing their own errors by giving feedback to others."

4.1.3.2.2. *Getting awareness on their writing skills*

Other than having a chance to improve their skills to give feedback, students mentioned that the training process helped them to improve their writing skills, as well.

That is to say, all of the six students that were interviewed pointed out that training had an effect on them improving themselves in terms of their writing skill.

Even though they could focus on the big picture and give peer feedback on global issues, most of the students were still concerned about noticing their errors and diminishing the number of their errors. They felt like they could learn to look at their writing in a different way as a result of the training and reduce the number of their errors with the help of this. Student 1 stated: “I think it is totally advantageous because it both improves our skills to give feedback and enables us to notice our own errors.”

Besides making them self-aware of their own mistakes, training helped students to become self-aware about their writing because learning how to assess and what to look at opened their eyes. In other words, getting peer feedback training not only helped them to give healthy feedback to their friends, it also helped them to write better considering all the factors that they learnt.

Student 2: “Before this, I mean before we started this project, I was not able to correct my errors. I either needed a teacher or a friend to point them out for me. However, as a result of this training, I stopped needing that and created a system to notice my own errors first and then getting feedback.”

4.1.3.2.3. *More tiring compared to other methods*

The answers that the students in the experimental group gave indicated all positive opinions related to peer feedback training other than a negative one that was stated by one student. The fact that it was stated by only one student might cause it to be too weak to become a theme itself, but it is still important to consider.

Student 6: “The only disadvantage is that it was a more tiring process compared to other methods because we worked all the time, wrote all the time, so our brains were very busy. However, when we have a look at the outcome of it, it was worth it.”

As Student 6 stated, the training process can be considered as tiring or challenging for the students as it required constant attention and interest. They were asked to do extra things that were not very easy or familiar to them. Considering these factors, it is quite understandable why Student 6 found the process tiring. With that being said, the student also mentioned that it was worth getting tired and it is all that matters. It is a very important thing to see that even if they found the written peer feedback training process challenging and tiring, they still appreciated its value. This shows that the peer feedback training and the activities that they did during the training were sufficient in terms of making students understand what they were doing and why they were doing it.

4.1.3.3. *The experimental group's opinion regarding peer feedback practice*

When it came to the peer feedback process, the students were asked a few questions that aimed to find out their positive and negative opinions related to peer feedback itself and their suggestions. Since this process lasted more than the training and had a direct effect on students' writing experience, they had a lot more opinions about this topic. With this being said, three themes emerged from the answers that the students gave. These themes can be counted as "*improving their writing performance*", "*interacting with friends while having fun*" and "*preferring peer feedback.*" Besides these three themes, there were a few negative points that were mentioned by the students, but since each of these points were only mentioned by one or two students, they are not counted as themes separately. Instead of this, they are put inside a theme called "*negative factors*" and will be mentioned under that heading. These negative factors theme consists of "*time*" and "*lack of peer feedback.*"

Among all the six students that were interviewed, four of them stated that peer feedback improved their performance. Also, four out of six students mentioned that peer feedback practice enabled them to interact with their friends in the writing class and work collaboratively. Two out of six students said that they actually preferred peer feedback over teacher feedback. Finally, two out of six students put forward time as a negative factor and only one student stated that lack of peer feedback caused them to experience some problems when they did not write drafts and get peer feedback.

4.1.3.3.1 *Improving their writing performance*

Obviously, the first thing that was mentioned was the fact that peer feedback practice helped them to improve their writing skills. Four out of six students put forward that giving and receiving peer feedback improved their writing performance both in terms of rising their writing scores and making their organization and content better. During the interview, Student 1 explained the positive effect of peer feedback on her grades by stating that before the peer feedback practice, she received low scores for her writing tasks, but after the peer feedback practice she started to get much higher scores.

It was not just about getting higher scores for students, though. They also indicated that peer feedback made their writing organization and content better. One student, Student 5, revealed that before the peer feedback, he had difficulty

understanding the genres and meeting teacher expectations. He was not able to come up with a good organization that would fit the criteria of the expected writing genre. He did not enjoy writing and he saw it as a burden before the peer feedback practice.

Student 5: “For me, I never thought what I wrote fit the mould of what was expected by the teachers, but with the help of peer feedback, we did something with my friends without crowding the teacher with questions. In fact, we can call it team work. But, generally, it helped me to find myself in writing and improve myself... I was afraid of not being able to write what the teacher wanted. Not fitting the standard. However, with this way, when I felt off topic or when I got too detailed, my friends helped me.”

Like Student 5 indicates, with the help of peer feedback, the students had the opportunity to see if their organization was correct before they submitted their work to the teacher. They had a chance to revise their thesis statements, supporting ideas and conclusion, trying to come up with the best ones. In other words, they had the chance to try again and again without feeling the pressure of teacher expectations.

It was really easy to observe that students helped each other quite a lot in terms of content and organization in the classroom. Peer feedback created a collaborative learning environment in the classroom as students found their peer feedback givers and talked to them face to face, asking why and getting answers. Needless to say, this approach was a lot better than just writing something and submitting it to the teacher to get their errors marked by a red pen.

Student 5 also stated that he thought this peer feedback process was much more beneficial for him than anything he had ever done in terms of writing. He mentioned: “I think we wrote two or three, but they helped me improve myself ten times more compared to the things I wrote before we started this peer feedback thing.”

This is very valuable in terms of seeing the effect of peer feedback on students as Student 5 used to be a really difficult student. Before the peer feedback process started, he was not very motivated to write. Even though he produced some work when he had to, his work was lacking in terms of organization and content. As he started to get peer feedback, it was obvious that he enjoyed the process and the extra help he received from his friends helped him to create better work. Moreover, he mentioned in his interview that he made use of the peer feedback process and started enjoying writing.

4.1.3.3.2. *Interacting with peers while having fun*

Writing is usually not something that is found as entertaining by the students. This was the case in the experimental group before the peer feedback practice started.

They saw it as a chore they had to finish, and they had no fun while doing it. However, after the peer feedback practice began, their attitude visibly changed. This change is supported by the answers they gave in the interview. Four out of six students mentioned that they enjoyed helping their friends and getting help from their friends because it was both fun and motivating. Student 2 stated: “Giving each other peer feedback was both fun and helpful for us to see our errors.”

Contrary to what the control group said, the students in the experimental group found the peer feedback activity as a way to break the ice and create a friendly and collaborative classroom atmosphere. They enjoyed working together and interacting with each other. To put it in another way, as Student 5 mentions, they liked sharing their writing experiences with each other. Student 5 stated: “We did not know each other very well since it was a new class, but when we share things, we do with each other like this, the atmosphere friendly.”

Last but not least, giving peer feedback motivated them in a way that never happened before. Since all of these students were English Language and Literature students, most of their dream regarding their future was to become an English teacher. Giving peer feedback and knowing that they were able to give feedback to a piece of writing was a big source of motivation for them. They loved playing the teacher and teaching each other.

Student 6: “More importantly, all of us, most of us want to be English teachers and being able to teach something to someone and sharing our knowledge with others made us feel good and motivated us. We got more eager. Maybe we were not very knowledgeable to do it, but we worked collaboratively, correcting each other’s errors and the outcome of it was really good.”

4.1.3.3.3. Preferring peer feedback

While all of the students in the experimental group mentioned that they enjoyed getting peer feedback, two of them stated that they actually prefer peer feedback over teacher feedback. Student 2 mentioned that getting peer feedback made her feel more relaxed because when she got feedback from her teacher, she usually got nervous. Having someone equal to her to get feedback from made her more comfortable.

Student 2: “I get more nervous when you give us feedback, let me tell you that, because I have a teacher, someone who is older and more knowledgeable in front of me. My friends may be more knowledgeable than me, but at least we are equals. It made me feel more relaxed to have someone who is equal to me to notice my errors and tell me. I did not bring those errors to you.”

Besides this, Student 4 chose peer feedback over teacher feedback because she thought that what she learned was more memorable when she learned it from her

friends. This could be related to her affective state as she was most probably more relaxed and open to learning with her friends.

Student 4: "It can be more memorable when we work with friends. It might be because we are the same age or close to being the same age. Listening to them, I don't know, when we are talking, it's more effective."

4.1.3.3.4. *Negative factors that the students mentioned*

Students gave positive opinions about peer feedback training and peer feedback most of the time. Before and during the interview, they were strongly encouraged to speak honestly and state if they had any negative points in their minds. Looking at the interview transcriptions of the students, two negative points emerged, and these are "lack of peer feedback" and "time".

Lack of peer feedback is something that was uttered only by Student 1. She mentioned that getting peer feedback was great, but in the instances that they could not get peer feedback, writing something was not very easy for them because she got used to it.

Student 1: "Some problems might occur when we do not give feedback. We might feel the absence of peer feedback... OK, we give peer feedback and we write drafts by giving and getting feedback with our friends, but in some situations, for example, when it is not your class, there might be times we cannot get peer feedback. This is when we feel the absence of it. There are times we think "Have I made a mistake?" or "No one is going to give me feedback. What can I do?"

Unfortunately, this might be because of the fact that writing skill is taught using the product approach most of the time and students are not given enough time and space to get and feel ready to write. A product-oriented approach does not offer the students many chances to get feedback as they only receive feedback to their final drafts. Hence, students do not develop their self-efficacy skills related to writing. It can be quite understandable that a student who is used to process approach of writing and the writing cycle to struggle when they were not given the process to get ready. However, this problem does not stem from peer feedback. This problem might occur because of the fact that writing is not taught how it is supposed to be taught. With that being said, this comment from Student 1 is still mentioned because it was something she said when she was asked about the problems she experienced.

Another thing that emerged as a problem was time. Two out of six students replied that time was a negative part of the peer feedback experience, but they still enjoyed the experience and benefited from it.

Student 4: “Maybe something time related, but it does not matter because we.... Since we always wrote three drafts, created outlines, maybe the process did not end in a short amount of time, but how can I say? This long writing process is better in every sense.”

To sum up, students in the experimental group had mostly positive opinions about peer feedback training and peer feedback practice. They mentioned a few negative sides that should be taken into consideration but looking at their answers it is easy to say that the good outweighs the bad. When they were asked if they had any suggestions, all of them stated that they would like this peer feedback practice to continue. Student 3 stated: “It was really good, and I would like this to continue in the second semester.”

Moreover, not as a negative thing to mention but as a suggestion, three out of six students stated that they would like to get peer feedback from more than one friend in the future to make the experience better. Student 4 was one of the students who presented this idea, stating that everybody’s opinion was different.

CHAPTER 5

5. CONCLUSION, DISCUSSION AND IMPLICATIONS

This chapter concludes the present study first of all by presenting a discussion regarding the findings. Then, it concludes the study with a short summary of the setting, methods that were used and the findings. Furthermore, the implications and the limitations of the study are mentioned. Finally, ideas for further studies are shared and discussed.

5.1. Discussion

There have been many studies that are conducted in the field of writing, especially about giving feedback to students. Even though some of them have presented mixed results, the literature is full of studies that prove the merit of using peer feedback in writing classes. However, peer feedback training has been something neglected most of the time. Looking at the results of the present study at hand, it can be said that it is one of the studies which reveals the benefits of peer feedback and peer feedback training. Aiming to find out the effect of written peer feedback training on students' feedback types, writing performance and their opinions related to training and peer feedback, the present study contributes to the literature related to writing and peer feedback.

What's more, since the participants of the present study are EFL students who are pre-intermediate, the results of it are valuable in terms of showing that peer feedback is not something that can only be practiced with high level students. This situation contradicts the claims made by Strijbos *et al* (2010) and Wang (2014) about the proficiency levels of the students giving feedback. They put forward that limited proficiency of the students is a drawback of the peer feedback practice. However, as the findings of the present study suggest, peer feedback training plays an important role in assisting students with not so high proficiency levels give peer feedback.

Next, the findings related to the amount of peer feedback given and the feedback types that the students gave in each group demonstrate the positive effect of written peer feedback training. The results showed that the experimental group made more revisions than the control group in total. While the experimental group made a total of 204 comments, the control group put forward 152 comments in total. This revelation

fits into the literature as Stanley (1992), Hu (2005), Min (2005), Min (2006) and Rahimi (2013) also pointed out that students tend to make more comments if they receive a proper training.

In other words, the numbers stated above reveal that receiving a peer feedback training led the students in the experimental group to produce more feedback than the control group. Seeing example paragraphs and essays, learning what to focus on and viewing peer feedback activity as a collaboration were all outcomes of the training that the students received in the experimental group and these outcomes helped the students produce more feedback. When the students in the control group were interviewed and asked about the negative sides of the peer feedback practice, they stated not knowing how to give feedback and interpersonal relationships. Hence, the reason that the control group did not produce as many comments as the experimental group can be the lack of training or their fear of hurting their interpersonal relationships. As Miao *et al* (2006) mentioned, students tend to not give peer feedback when they feel not competent enough and in the case of the present study the lack of training might have made students feel not competent enough to give feedback.

When it comes to the types of the revisions that the students made, it is very obvious that training has an effect, as well. That is, the students in the experimental group produced more global comments than the students in the control group. In other words, the experimental group made more meaning related changes while the control group was stuck on surface related changes like grammar, vocabulary, spelling and punctuation. Looking at the numbers, it is seen that the control group made only 49 global changes and 12 of those changes were counted as irrelevant or incorrect. On the other hand, the experimental group made 113 changes related to global issues such as organization and content. Out of these 113 global comments, only 5 of them were found out to be completely irrelevant or incorrect. Not only did the experimental group produce more meaning related changes, they were also relevant and correct most of the time.

In terms of the revisions related to local issues, it was found out that the control group made 95 local comments that were related to grammar, vocabulary and mechanics, being irrelevant or incorrect at 23 of those. Meanwhile, the experimental group came up with 79 comments about the local issues but 24 of those comments were revealed to be irrelevant or incorrect. This goes on to show that even though the

control group is the one that paid more attention to the local issues, the students in the experimental group did not ignore the local issues. Min (2005) maintained that global issues and local issues should go hand in hand when students make revisions as both of them carry vital importance for an essay to be good. Focusing on content and organization while ignoring grammar, vocabulary and other issues is not the way to come up with good products in writing. The students in the experimental group form a good example by paying attention to both sides even though global comments are found out to be more than local comments (Min, 2005).

Furthermore, these findings fall in line with the claims that were made by Hovardas, Tsivitanidou and Zacharia (2014) related to the comment types that the students make. They claimed that giving peer feedback training to the students enabled the peer feedback practice work better and as a result of this, the students produce high quality feedback. The findings of the present study related to experimental group's meaning changes are also supported by a lot of other research in the literature. Berg (1999) also put forward that the training helps students produce more meaning related changes. Moreover, Min (2005), Miao et al (2006), Kamimura (2006) Lundstorm and Baker (2008) and Rahimi (2013) all stated that training has an effect on students' feedback type and the trained group produces more meaning related changes since they learn how to evaluate a piece of writing. Last but not least, an example from the Turkish setting that corresponds with the findings of this study comes from Subaşı (2002) who carried out a study comparing a trained group and an untrained group and found out that the trained group ended up with more global comments.

As mentioned above, the main reason of this difference between the trained group and the untrained group in terms of the types of feedback that they give stems from the training. A training activity provides the students the chance to view a piece of writing with a critical eye. (Subaşı, 2002; Rollinson, 2005; Hansen and Lui, 2005; Rahimi, 2013) In other words, students become more knowledgeable about how to look at a piece of writing, how to notice issues about the content and organization of a piece of writing and how to respond. The absence of training in the control group deprived the students of having a critical eye towards writing and noticing global issues.

It should be also mentioned that both of the groups were competent at providing local feedback. Although the control group provided more local feedback compared to

the experimental group, the number of local feedback that is provided by the experimental group cannot be underestimated. This contradicts the claim of Ruegg (2015) which is about having the teachers provide local feedback as they are more competent and having students only provide global feedback. However, giving global feedback is not an easy task. The results of the present study indicate that when they are trained, the students can produce both local comments and global comments as their critical thinking abilities and linguistic abilities are assisted by peer feedback training.

The second step of the present study is to find out if peer feedback training enabled students to improve their writing performance. In order to analyze that, the first drafts' mean scores and the second drafts' mean scores for both essay types were compared in both of the groups. The results indicated that the students in the experimental group improved their writing more than the students in the control group between their first drafts and second drafts. This improvement stems from peer feedback that they received for their first drafts, so it shows that the training they were exposed to worked and they were able to help each other to produce better essays by giving peer feedback. These results support Berg (1999); Paulus (1999); Subaşı (2002); Hu (2005); Lundstrom and Baker (2009); Chen (2012) and Rahimi (2013) who came up with similar results, indicating that peer feedback training and peer feedback practice can contribute to writing performance improvement.

Meanwhile, the control group did not increase their writing performance between the first and the second drafts of both of the essay types. This shows that the peer feedback they received from their friends was not helpful enough to increase their performance. Another reason might be their disregard for their peers' feedback. This is another shortcoming that is caused by the lack of training. Not receiving a training that would help them to understand their peers are not judges or graders of their work might end up making the students in the control group feel resentful towards the peer feedback they received. Hence, they might have ignored some of the comments that were made by their peers.

Moreover, the second drafts and the third drafts of the students were compared to see the overall writing performance increase of the students clearly and it was found out that teacher feedback was the one of the reasons of the improvement of the control group's overall writing performance. To put it in another way, the control group was

not able to manage the peer feedback process as successfully as the experimental group because of the lack of training. Hence, the source of their improvement seems to be the teacher feedback that they received for their second drafts more than the peer feedback.

As the final step, students were interviewed as an effort to find out their opinions about the peer feedback training and the peer feedback practice. When it comes to training, all of the students that were interviewed in the experimental group mentioned positive things such as learning how to analyze a piece of writing and give feedback and improving their writing. They stated that knowing how to look at an essay from a teacher's perspective made them feel more self-confident and caused them to pace their own learning (Rollinson, 2005; Lui and Hansen; 2005; Jiang and Yu, 2014). This shows that training played a role in decreasing students' writing anxiety and making them more motivated.

On the other hand, the control group claimed that they did not know what to do and where to look at while giving feedback and they were confused and anxious, proving the need for training once more. Some of them even claimed that they did not make any revisions because they were afraid of misleading their friends. As this situation directly affects the control group by causing them to produce less feedback, it can be concluded that written peer feedback training is very beneficial in terms of making students make and feel competent enough to give peer feedback.

The need for training is something that is repeated throughout the literature by researchers such as Stanley (1992); Berg (1999); Subaşı (2002); Min (2005); Rollinson (2005); Hu (2005) and Wang (2014). Both the qualitative and the quantitative results of the present study further indicates that training is a must in terms of improving students writing skills and their motivation and self-efficacy beliefs related to giving peer feedback and writing.

When they were asked about the peer feedback practice itself, both of the groups put forward that they learned how to correct their own errors and it was a good activity for them to improve their writing skill as well. Both of the groups stated that they were happy because they could start noticing their own mistakes with the help of peer feedback practice and this corresponds with Harmer (2004), Rollinson (2005) and Diab (2011)'s point related to peer feedback's help in making students autonomous learners. Even though the students in the control group did not show the same amount

of improvement as the students in the experimental group, it is important to see that the students still expressed some positive opinions related to peer feedback activity.

Last but not least, looking at the interview findings as a whole, it can be stated that the experimental group was happier about the peer feedback process. While the control group had some problems related to not knowing how to give feedback or some issues with their friends that stem from the lack of training, the experimental group claimed that they enjoyed the process and found it very useful. They claimed that getting feedback from a peer who was equal to them made them feel more relaxed and open to discussion, supporting Rollinson's (2005) and Zhao's (2010) claims about peer feedback making students feel more comfortable to debate and question the feedback they got. Being able to ask questions about the feedback they received enabled students to create a collaborative and friendly atmosphere, turning the stressful writing activity into something fun to do. Kennette and Frank (2013) pointed out that peer feedback does more than just 'nurturing academic skills' and the interview results show that it is completely true. With the help of an organized and healthy peer feedback practice, the students improved their sense of friendship by helping each other and their self-confidence. The interview findings are supportive of the other findings related to the experimental group as they produce more comments than the control group and they improved their writing performance more than the control group. This reflects the effect of training on making students experience a good peer feedback practice (Subaşı, 2002; Rollinson, 2005; Rahimi, 2013; Jiang and Yu, 2014)

On the contrary to the situation in the experimental group, the students in the control group stated that it would be better if the peer feedback activity was done anonymously because they did not like it when their friends questioned the feedback they gave. This indicates that they did not feel comfortable giving peer feedback and they were not open to debating. The biggest reason why they felt this way is the lack of training. Having a training before the peer feedback practice would help them to feel more relaxed and more comfortable about the peer feedback process. This, in turn, would make them hesitate when giving peer feedback and produce less feedback. In short, the interview findings of the control group correspond with the amount and the type of feedback they produced and their writing performance.

With these results in mind, it would not be reasonable to ignore the role of peer feedback in the writing classrooms any more. As it is indicated above, a good training

can encourage the students to take the process seriously and learn the strategies and skills to give feedback. It can also decrease their writing anxiety, making them more self-confident about their peer feedback and writing skills. As a result of a good peer feedback process, the students can improve their writing performance and they can also increase their motivation, collaborative relationships with peers and critical thinking. What is more, they can turn into self-sufficient writers at the end of the process. That is why, peer feedback is worth to spend some time on in order to make writing class work more efficiently and implementing a written peer feedback training contributes a lot to the quality of the peer feedback practice (Hansen and Lui, 2005; Rollinson, 2005; Hovardas *et al*, 2014)

5.2. Conclusion

5.2.1. Does written peer feedback training have an effect on the type of the peer feedback that Turkish EFL students give to their peers' essays?

First and foremost, the present study was conducted to find out the effect of written peer feedback training on the types of the feedback that the students give. In order to analyze that, students' comments were categorized into three groups as global, local and evaluative, using "The Coding Schemes for Students' Written Comments" Zhu (1995:521). While the global comments meant that the students focused mostly on organization and meaning, local comments showed that students paid attention to issues like grammar, vocabulary and mechanics. Since evaluative comments showed the overall opinion of the students related to the writing text- for example, *good job*, *great work*, *I liked it*-they were not included into the categorization part and not counted as revisions. Afterwards, these comments were rated using "The Rating Scale for Students' Written Comments" so as to find out if they were reliable and correct.

After the categorization process was finished, it was concluded that the experimental group produced more feedback compared to the control group. That is, the experimental group came up with 204 revisions in total for both of the essay types and 113 of those revisions were related to global issues, making up 55% of the total revisions. Out of those 113 comments, 52 of them were categorized as "relevant and specific" while 52 of them were categorized as "relevant but general." In other words, 104 of their global comments, which is 92% of the total number of global comments,

were found out to be relevant while only 9 comments were revealed as incorrect or irrelevant.

Meanwhile, the control group made 152 revisions in total and only 49 of those comments were related to global issues, which means 32%. Looking deeper into these comments, it was determined that only 10 of those comments were both specific and relevant while 27 of them were relevant but general. This means that while 37 of the comments, 75% of the total number of global comments, were found out to be relevant and 12 of the comments were neither relevant nor correct.

With the help of these findings, it can be stated that the training that the students in the experimental group took lead them into producing more meaning related comments, helping them to be able to see the organization and content better than the students in the control group. The relevancy of the given comments also demonstrates the difference between the experimental group and the control group. Out of the global comments that the experimental group made, 92% of them were relevant. It was important for students' comments to be specific and address the issue directly. However, even if their comment was not specific, it was still considered successful as long as it was relevant.

In terms of local issues, it was found out that the control group made 95 changes, reaching up to 62,5%. It is quite a high number considering the fact that the total number of the revisions they made is 152. Out of these 95 revisions, 57 were categorized as relevant and specific while 15 of them were found out to be relevant but general. This means that 72 of these local issue related comments were relevant and this leaves 23 irrelevant or incorrect comments. In other words, 75,78% of the local comments were relevant and correct.

The experimental group, on the other hand, came up with 79 local issues related changes, which is 38,72% of all the revisions they made. Out of these 79 comments, 43 of them were revealed to be relevant and specific and 12 of them were relevant but general. That is, 55 of those 79 local comments were relevant and correct, making up the 69,62% of all local comments. Lastly, 24 of those local comments were found out to be irrelevant or incorrect.

Looking at these numbers, it can be easily deduced that the control group focused on the local issues more than the global issues and it seems to be the case because of the lack of training. Subaşı (2002), Min (2005), Hu (2005), Miao et al (2006),

Kamimura (2006), Diab (2011), Rahimi (2013) and Lei (2017) are a few of the studies that support the findings of the present study. They all indicated that when students had enough knowledge related to giving feedback, they could give feedback to global issues because thanks to the training, the students learn how to analyze and evaluate and where to focus on. However, when they do not have enough knowledge about giving feedback, in other words, when they do not receive training, they do not know how to evaluate organization, content or other meaning related issues. That was the case for the students in the control group of the present study as they just worked on what they could find, and these were superficial and more visible issues such as grammar and vocabulary. Focusing on meaning more did not make the experimental group ignore the local issues all together, though as they managed to offer 79 revisions to their friends. Finally, the control group made 8 evaluative comments while the experimental group made 12 evaluative comments.

5.2.2. Is there a difference between the trained group and the untrained group in terms of their writing performance at the end of the process?

Other than analyzing students' comment types, the effect of training and getting peer feedback was also aimed to be investigated in terms of students' writing performance improvement. Looking at the results, it was revealed that compared to the control group, the experimental group made a greater improvement between the first and the second drafts that resulted from the effect of peer feedback for both essay types. For the opinion essay, the mean score of the first draft goes up from 74,67 to 83,89 in the second draft mean score. Similarly, for the narrative essay, while the mean score of their first drafts is 74,00, it reaches up to 82,89 for the second drafts. Meanwhile, the control group made no improvement in terms of the opinion essay since the first draft mean score and the second draft mean score is almost the same. Likewise, they did not show any statistically significant improvement between their first drafts of narrative essay and second drafts of narrative essay. While the first draft mean score of them was 69,13, the mean score of the second draft of the narrative essay was only 72.63. To sum up, the effect of peer feedback can be observed clearly on the students in the experimental group and that is thanks to the training that they received. However, the students in the control group did not improve their writing proficiency as a result of peer feedback.

The results show the need of peer feedback training. With the help of the training that they received, the experimental group were able to make use of peer feedback in a beneficial way. They gave each other relevant and solid feedback, resulting in their friends' writing a better second draft and improving their writing proficiency. These results are the proof that applying a written peer feedback training before making the students give peer feedback is a key factor in turning peer feedback into an effective process (Paulus, 1999, Berg, 1999, Subaşı, 2002, Hu, 2005, Lundstrom and Baker, 2009, Chen, 2012, and Rahimi, 2013, Allen and Katayama, 2016).

Another thing that was investigated was the' overall writing performance improvement of the students at the end of the process. Looking at the second draft and third draft mean scores of the control group for both essay types, it can easily be said that the main reason they improved their writing proficiency at the end of this process is teacher feedback. With the help of the teacher feedback, they raised their opinion essay mean score from 72,63 to 77,63 and their narrative essay mean score from 72,63 to 79,94.

The experimental group also shows improvement that results from teacher feedback, but it is not as strong as the improvement that they experienced as a result of peer feedback. Between their second and third drafts, they raised their opinion essay mean score from 83,89 to 87,50 and narrative essay mean score from 82,89 to 85,94. Considering the fact that writing is a process, it is an expected outcome that they showed improvement between their second and third drafts because of teacher feedback. With that being said, the amount of improvement they showed because of peer feedback far outweighs the teacher feedback and this proves the effectiveness written peer feedback training on making peer feedback practice work once again.

5.2.3. What are the Turkish EFL students' thoughts and opinions about the peer feedback training and peer feedback practice?

Finally, interviews were carried out with students from both the experimental group and the control group. The findings that were found out by transcribing and categorizing the interviews are further evidence of the usefulness of written peer feedback training. For the control group, four themes have emerged, two positive and two negatives. The students in the control group stated that they found peer feedback process beneficial in terms of being able to notice and correct their errors and

improving their writing and their motivation to write (Chen, 2014). However, they strongly mentioned feeling lost and inadequate when giving feedback. Not knowing how to give feedback was a factor that heavily influenced the peer feedback experience of the students in the control group. Without a training, they felt like fish out of water when they were presented with peer feedback sheets and asked to give feedback (Lee, 2017). This goes on to show how important written peer feedback training is. Finally, they also indicated that they were wary of giving feedback to their friends since they were afraid of hurting their friendship.

The situation in the experimental group was quite different than the situation in the control group. They put forward that getting written peer feedback training enabled them to improve their feedback giving skills and helped them to focus on correct things while giving feedback (Rollinson, 2005). Furthermore, they indicated that training helped them to improve their writing skills since it taught them to look at a piece of writing in a critical way and helped them to be self-sufficient (Min, 2005). When it comes to the negative sides, just one student mentioned that the training process was very tiring for them but went on to say that she was not complaining.

When they were asked about the peer feedback process, they mentioned they improved their writing proficiency, enjoyed working in a collaborative and friendly atmosphere and preferred getting feedback from their friends (Rollinson, 2005 and Zhao, 2010). There were also two negative factors that were uttered by two students and these were time and lack of peer feedback. However, looking at the findings as a whole, one can see that getting peer feedback training really influenced the way students perceived and experienced the peer feedback activity and it can be stated that the experimental group had a more fruitful run compared to the control group with the help of written peer feedback training.

5.3. Implications

This section presents some implications that can affect the writing teachers and writing classrooms. The results of the present study might prove the worth of peer feedback activities. That is why, the first implication that should be mentioned is peer feedback practice. Writing teachers should not be afraid or hesitant about using written peer feedback practice in their classrooms. The results of the present study show that

peer feedback is effective in terms of increasing students' writing proficiency and it also helps students to become critical thinkers who take control of their own writing.

Therefore, giving students a well-prepared written peer feedback training is another implication that should be mentioned. Looking at the results of the experimental group, it can be concluded that training is worth the time it takes. By giving an organized and effective peer feedback peer feedback training that answers student needs, a teacher has the power to turn peer feedback activity into something powerful and priceless. As Lee (2017) pointed out, teaching someone how to fish is more beneficial than giving him a fish in the long run. With this in mind, teaching students how to evaluate a piece of writing is more influential than just trying to teach them how to write.

Training students to give peer feedback contributes to their writing performance and prepares them to give more sophisticated and meaningful feedback. What is more, training also helps students to build their self-confidence and self-efficacy related to writing. Kennette and Frank (2014) stated that peer feedback improves more than academic skills and the findings of the present study support that. With the help of peer feedback and peer feedback training, a boring writing classroom can turn into a fun, collaborative and friendly learning atmosphere. As the students indicated in the interview part of this study, they enjoyed helping and interacting with each other. Hence, peer feedback training is something that needs to be done in writing classrooms to make peer feedback activity work.

Another implication related to classroom practice is the use of process approach and drafting process. As Baker (2014) and Lee (2008) mentioned writing teachers have a huge burden on their shoulders and besides this workload, they also have exam restrictions and tight schedules that they have to follow. Nonetheless, multi drafting and editing are the vital stages that students need to experience while writing to learn how to write. Let alone the experimental group that received written peer feedback training, even the control group that did not receive any form of training improved their writing performance as a result of the multi drafting process. Hence, process approach and drafting are writing classroom practices that are very beneficial to ignore.

Furthermore, the participants of the present study were all English Language and Literature students, so academic writing is something that they will do all through their

education life and work life. Similarly, at tertiary levels, most students have to write essays in English or take some writing exams that they have to pass. For these reasons, training students about how to give peer feedback is quite valuable in terms of making students become self-reliant. Some of the participants of the present study even mentioned that they wanted to be English teachers or editors when they graduate. It goes without saying that for them being able to look at a piece of writing with a critical eye and becoming self-reliant writers are essential skills.

Last but not least, the positive results of the present study have inspired a change in the setting of the present study as it was decided to use a multi drafting approach and the peer feedback practice in the Reading and Writing course with the English Language and Literature prep school students at Kütahya Dumlupınar University. Before giving peer feedback, the students are going to be given a peer feedback training in order to make the practice more effective, as well.

To sum up, peer feedback should be implemented in the writing classrooms, giving students a chance to help each other and look at writing in a more critical way (Hansen and Lui, 2005; Farrah, 2012). With the help of peer feedback, students take the driver's seat, taking control of their writing and teacher moves onto the passenger seat. If students get involved, they stop seeing writing as a kind of burden they have to deal with all the time to pass the class. Instead, they start enjoying it and create better work because they realize that their opinions and feedback also matter (Jahin, 2012; Kennette and Frank, 2013). Moreover, peer feedback is quite efficient in terms of improving students' writing performance. That is why, peer feedback practice is something that is worth trying and peer feedback training is essential for a successful peer feedback practice. (Subaşı, 2002; Rollinson, 2005; Hansen and Lui, 2005)

5.4. Limitations

There are a few limitations of the present study. First of all, the training process and the peer feedback giving process were not as long as it was desired to be. It was intended to make the process at least 12 week long, but the rules of the school the data was collected in caused the plan to change. As the classes were regrouped and mixed in the middle of each semester during the school year as a school policy, the data collection procedure of the present study lasted for nine weeks. Therefore, if the process had been longer, it would have given the researcher the chance to apply a

longer training and make the students write more essays. However, it could be stated that the process ended up with beneficial outcomes and successful results.

Also, the number of the participants can be considered as another limitation. As it is mentioned in the Methodology part, some of the participants took an exam called YÖKDİL and passed prep class in the middle of the semester. Therefore, the number of the participants of this study decreased. In the end, there were 18 participants in the experimental group and 16 in the control group. Having more participants could have been better to be able to generalize the results

5.5. Suggestions for Further Study

As written peer feedback training is not something that was thoroughly investigated in the Turkish setting, studies in this area can be conducted to investigate the efficacy of it. Having more participants or applying a different form of peer feedback training like online peer feedback training or oral peer feedback training can be the other research topics to explore.

Also, written peer feedback training and peer feedback activity can be practiced with different age levels and different proficiency levels. As most of the studies practice peer feedback and peer feedback training with university students who are at various proficiency levels, this process can be implemented for the ones having low proficiency levels or various age groups such as young learners.

The data collection procedure of this study lasted for nine weeks and students wrote two essays. Studies which last longer, maybe a whole school year, can be carried out with more essay types and the effect of peer feedback and peer feedback training on the long term can be found out.

Finally, since learning how to give peer feedback and giving peer feedback help students to think more critically related to writing, the effect of peer feedback on students' self-assessment skills can be studied. Similarly, the effect of peer feedback can be compared with the effect of self-assessment in terms of improving students' writing performance.

REFERENCES

- Allen, D. and Katayama, A. (2016). Relative second language proficiency and the giving and receiving of written peer feedback. *System*, 56, 96-106.
- Amores, M.J. (1997). A new perspective on peer editing. *Foreign Language Annals*, 30(4), 513-523.
- Ayar, Ö. (1999). *An analysis of peer review of writing in a Bilkent University freshman English course*. Unpublished Master's Thesis. Ankara: Bilkent University, The Institute of Economics and Social Sciences.
- Bahçe, A. (1999). *Oral peer feedback in process approach implemented EFL classes*. Unpublished Master's Thesis. Eskişehir: Anadolu University, Institute of Social Sciences.
- Baker, N. L. (2014). "Get it off my stack": Teachers' tools for grading papers. *Assessing Writing*, 19, 36-50.
- Berg, E. C. (1999). The effects of trained peer response on ESL students' revision types and writing quality. *Journal of Second Language Writing*, 8(3), 215-241.
- Berndt, M., Strijbos, J. and Fischer, F. (2018). Effects of written peer-feedback content and sender' competence on perceptions, performance, and mindful cognitive processing. *European Journal of Psychology of Education*, (33),5, 31–49. DOI 10.1007/s10212-017-0343-z.
- Boon, S. I. (2015). The role of training in improving peer assessment skills amongst year six pupils in primary school writing: an action research enquiry. *Education 3-13*, 43:6, 666-682, DOI: 10.1080/03004279.2013.856930.
- Can, A. (2018). *SPSS ile bilimsel araştırma sürecinde nicel veri analizi*. Ankara: Pegem Akademi Yayıncılık.
- Caulk, N. (1994). Comparing teacher and student responses to written work. *TESOL Quarterly*, 28, 181-188.
- Chang, C. (2012). Peer review via three modes in an EFL writing course. *Computers and Composition*, 29 (1) 63-78.
- Chong, I. (2017). How students' ability levels influence the relevance and accuracy of their feedback to peers: A case study. *Assessing Writing*, 31,13-23.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Connor, U. and Asenavage, K. (1994). Peer response groups in ESL writing classes: how much impact on revision? *Journal of Second Language Writing*, 3 (3), 257-276.
- Cooper, M. (1986). The ecology of writing. *College English*, 48 (4), 364-375.
- Creswell, J. W. (2014). *Qualitative, quantitative and mixed methods approaches*. USA: Sage Publications.
- Diab, N. M. (2010). Effects of peer- versus self-editing on students' revision of Language errors in revised drafts. *System*, 38, 85-95.
- Diab, N. M. (2011). Assessing the relationship between different types of student feedback and the quality of revised writing, *Assessing Writing*, 16, 274-292.
- Diab, N. M. (2016). A comparison of peer, teacher and self-feedback on the reduction of language errors in student essays. *System*, 57, 55-65.
- Faigley, L. and Witte, S. (1981). Analyzing revision. *College Composition and Communication*, 32(4), 400-414.
- Farrah, M. (2012). The impact of peer feedback on improving the writing skills among Hebron University students. *An-Najah University Journal for Research*, 26(1), 179-210.
- Ferris, D. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing*, 19, 6-23.
- Flower, L. (1979). Writer based prose: a cognitive basis for problems in writing. *College English*, 41(1), 19-37.
- Fromkin, V., Rodman, R. and Hyams, N. (2003). *An introduction to language*. USA: Thomson Heinle.
- Gielen, S., Peeters, E., Dochy, F., Onghena, P. and Struyven, K. (2010). Improving the effectiveness of peer feedback for learning. *Learning and Instruction*, 20, 304-315.
- Harmer, J. (2004). *How to teach writing*. Pearson Longman.
- Hansen, J. and Lui, J. (2005). Guiding principles for effective peer response. *ELT Journal*, 59/1, 31-38.
- Hattie, J. and Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Hong Kong: Oxford University Press.

- Hojeij, Z. and Baroudi, S. (2018). Student perceptions on peer feedback training using a blended method: A UAE case. *Issues in Educational Research*, 28(3), 655-678.
- Hovardas, T., Tsivitanidou, O. E. and Zacharia, Z. C. (2014). Peer versus expert feedback: An investigation of the quality of peer feedback among secondary school students. *Computers & Education*, 71, 133-152.
- Hu, G. (2005). Using peer review with Chinese ESL student writers. *Language Teaching Research*, 9,3, 321–342.
- Hughey, J. B. (1983). *Teaching ESL Composition: Principles and Techniques* . USA: American Book Company: 140.
- Hyland, F. (2000). ESL writers and feedback: giving more autonomy to students. *Language Teaching Research* 4,1, 33–54.
- Hyland, F. (2010). Future directions in feedback on second language writing: Overview and research agenda. *International Journal of English Studies*, 10 (2), 171-182.
- Jahin, J. H. (2012). The effect of peer reviewing on writing apprehension and essay writing ability of prospective EFL teachers. *Australian Journal of Teacher Education*, 37(11), 60-84.
- Jiang, J. and Yu, Y. (2014). The effectiveness of internet-based peer feedback training on Chinese EFL college students' writing proficiency. *International Journal of Information and Communication Technology Education*, 10(3), 34-46.
- Kamimura, T. (2006). Effects of peer feedback on EFL student writers at different levels of English proficiency: A Japanese context. *TESL Canada Journal*, 23, 2, 12-39.
- Keh, C. L. (1990). Feedback in the writing process: a model and methods for implementation. *ELT Journal*, 44 (4), 1, 294-304.
- Kennette, L. and Frank, N. M. (2013). The value of peer feedback opportunities for students in writing intensive classes. *Psychology Teaching Review*, 19 (2), 106-111.
- Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: A practical primer for t-tests and ANOVAs. *Frontiers in Psychology*, (4)863, doi:10.3389/fpsyg.2013.00863.

- Lee, I. (2008). Understanding teachers' written feedback practices in Hong Kong secondary classrooms. *Journal of Second Language Writing*, 17, 69-85.
- Lee, I. (2010). Writing teacher education and teacher learning: Testimonies of four EFL teachers. *Journal of Second Language Writing*, 19, 143-157.
- Lee, M. (2015). Peer feedback in second language writing: Investigating junior secondary students' perspectives on inter-feedback and intra-feedback. *System*, 55, 1-10.
- Lee, I., Mak, P. and Burns, A. (2016). EFL teachers' attempts at feedback innovation in the writing classroom. *Language Teaching Research*, 20 (2), 248-269.
- Lee, I. (2017). *Classroom Writing Assessment and Feedback in L2 School Contexts*, Springer.
- Lee, H., Leong, A.P. and Song, G. (2017). Investigating teacher perceptions of feedback. *ELT Journal*, 71 (1), 1, 60-68.
- Lei, Z. (2017). Salience of student written feedback by peer-revision in EFL writing class. *English Language Teaching*, 10, 12, 151-157.
- Leki, I. (1991). Preferences of ESL students for error correction in college level writing classes. *Foreign Language Annals*, 24(3), 203-218.
- Liu, N. and Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher Education*, 11(3), 279-290.
- Loan, N. (2017). A case study of combined peer-teacher feedback on paragraph writing at a university in Thailand. *Indonesian Journal of Applied Linguistics*, 7 (2), 253-262.
- Lundstrom, K. and Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18 (1), 30-43.
- 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, 179-200.
- Min, H. (2005). Training students to become successful peer reviewers. *System*, 33, 293-308.
- Min, H. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing*, 15, 118-141.

- Min, H. (2013). A case study of an EFL writing teacher's belief and practice about written feedback. *System*, 41, 625-638.
- Min, H. (2016). Effect of teaching modelling and feedback on EFL students' peer review skills in peer review training. *Journal of Second Language Writing*, 31, 43-57.
- Mok, J. (2011). A case study of students' perceptions of peer assessment in Hong Kong. *ELT Journal*, 65 (3), 230-239.
- Mendonca, C. O. and Johnson, K.E. (1994). Peer review negotiations: review activities in ESL writing instruction. *TESOL Quarterly*, 28, 745-768.
- Nelson, G.L. and Carson, J.G. (1998). ESL students' perceptions of effectiveness in peer response groups. *Journal of Second Language Writing*, 7(2), 113-131.
- Nicol, D. J. and Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31 (2), 199-218.
- Noroozi, O., Biemans, H. and Mulder, M. (2016). Relations between scripted online peer feedback processes and quality of written argumentative essay. *Internet and Higher Education*, 31, 20-31.
- Paulus, T. M. (1999). The Effect of Peer Feedback on Student Writing. *Journal of Second Language Writing*, 8, 265-289.
- Rahimi, M. (2013). Is training student reviewers worth its while? A study of how training influences the quality of students' feedback and writing. *Language Teaching Research*, 17(1), 67-89.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59, (1),23-30.
- Rouhi, A. and Azizian, E. (2013). Peer review: Is giving corrective feedback better than receiving it in L2 writing? *Procedia - Social and Behavioral Sciences*, 93, 1349 – 1354.
- Ruegg, R. (2015). The relative effects of peer and teacher feedback on improvement in EFL students' writing ability. *Linguistics and Education*, 29, 73-82.
- Stanley, J. (1992). Coaching student writers to be more effective peer evaluators. *Journal of Second Language Writing*, 1, 217-233.
- Sengupta, S. (1998). Peer evaluation: I am not the teacher. *ELT Journal*, 52(1), 19-28.

- Strijbos, J., Narciss, S. and Dünnebier, K. (2010). Peer feedback content and sender's competence level in academic writing revision tasks: Are they critical for feedback perceptions and efficiency? *Learning and Instruction*, 20 (4), 291-303.
- Subaşı, G. (2002). *Peer written feedback training and its impact on students' writing outcomes*. Unpublished Masters Thesis. Eskişehir: Anadolu University, Institute of Educational Sciences.
- Thomas, G., Martin, D. and Pleasants, K. (2011). Using self- and peer- assessment to enhance students' future learning in higher education. *Journal of University Teaching and Learning Practice*, 8(1), 5.
- Topping, K. J. (2005). Trends in peer learning. *Educational Psychology*, 25(6), 631-645.
- Tsui, A. B. M. and Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9(2), 147-170.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Villamil, O. and Guerrero, M. (1994). Social-cognitive dimensions of interaction in L2 peer revision. *Modern Language Journal*, 78 (4), 484-496.
- Villamil, O. and Guerrero, M. (1996). Peer revision in the L2 classroom: social-cognitive activities, mediating strategies and aspects of social behavior. *Journal of Second Language Writing*, 5(1), 51-75.
- Wang, W. (2014). Students' Perceptions of Rubric Referenced Peer Feedback on EFL Writing: A Longitudinal Inquiry. *Assessing Writing*, 19, 80-90.
- Ward, C.S. and Gramer, M.F. (2015). *Q: skills for success: reading and writing*. (2nd.ed.) New York, N.Y: Oxford University Press.
- Williams, D. (1996). *Preparing to teach writing*. Mahwah: Lawrence Erlbaum Associates.
- Yang, M., Badger, R. and Yu, Z. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing*, 15, 179-200.
- Yu, S and Hu, G. (2017). Understanding university students' peer feedback practices in EFL writing: Insights from a case study. *Assessing Writing*, 33, 25-35.
- Yu, S. and Lee, I. (2014). An analysis of Chinese EFL students' use of first and second language in peer feedback of L2 writing, *System*, 47, 28-38.

- Yu, S. and Lee, I. (2016). Peer feedback in second language writing (2005-2014). *Language Teaching*, 49.4, 461–493. Cambridge University Press.
- Yule, G. (2004). *The Study of Language*. Cambridge: Cambridge University Press.
- Zamel, V. (1983). The composing processes of advanced ESL students: six case studies. *TESOL Quarterly*, 17(2), 165-172.
- Zhang, S. (1995). Reexamining the affective advantage of peer feedback in the ESL writing class. *Journal of Second Language Writing*, 4 (3), 209-222.
- Zhang, S. (1999). Thoughts on some recent evidence concerning the affective advantage of peer feedback. *Journal of Second Language Writing*, 8(3), 321-326.
- Zhang, H. (2011). A study on ESL writing anxiety among Chinese English majors: Causes, effects and coping strategies for ESL writing anxiety (Doctoral dissertation, Kristianstad University).
- 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, 3-17.
- Zhao, H. (2014). Investigating teacher supported peer assessment for EFL writing. *ELT Journal*, 68 (2) 155-168.
- Zhu, W. (1995). Effects of training for peer response on students' comments and interaction. *Written Communication*, 12 (4), 492-528.

APPENDIX A

Reading and Writing Course Schedule for the Second Half of the First Semester for Both Groups

WEEK	DATE	Pre-Intermediate- RW
		Q:Skills2
9	November 13 14 15 16 17	Unit 7 <ul style="list-style-type: none"> • Opinion Paragraph
10	November 20 21 22 23 24	Unit 8 <ul style="list-style-type: none"> • Explanatory Paragraph
11	November 27 28 29 30 December 1	Q:Skills 3 Unit 1 and Unit 2 are omitted. Unit 3 <ul style="list-style-type: none"> • Writing a summary
12	December 4 5 6 7 8	Unit 3-4 <ul style="list-style-type: none"> • Opinion Essay

<p>13</p>	<p>December 11 12 13 14 15</p>	<p>Unit 4</p> <ul style="list-style-type: none"> Opinion Essay
<p>14</p>	<p>December 18 19 20 21 22</p>	<p>Unit 5</p> <ul style="list-style-type: none"> Narrative Essay
<p>15</p>	<p>December 25 26 27 28 29</p>	<p>Unit 5 Unit 6</p> <ul style="list-style-type: none"> Narrative Essay
<p>16</p>	<p>January 1* 2 3 4 5</p>	<p>Unit 6</p> <ul style="list-style-type: none"> Analysis Essay
<p>17</p>	<p>January 8 9 10 11 12</p>	<p>Unit 6</p> <ul style="list-style-type: none"> Analysis Essay

APPENDIX B

An Example Paragraph from Pre-test

Saving Our Old Things

Our world is changing in a bad way because of us. We don't prefer to save our old things and in my opinion saving old things is better than throwing ^{them} away. Besides, if we look from the viewpoint of money, maybe we can't afford buying new things all the time. Also, some people don't want to follow the trends. Actually, I'm a vintage person, too. I prefer to make it repaired my old things and sometimes repairing can be entertaining and relaxing.

In addition to, ^{we} maybe we can throw away our old clothes but we can't throw away our technological devices just like that because in my opinion we have a connection with them and we can make it repaired our technologic devices or important things. In conclusion, to me, we should save our old things as we can and by this way we can protect the nature of our world.

Use more linkers.

APPENDIX C

The Reading Text Used in Training

PEER FEEDBACK

Have you ever heard of the term “writing process” or “writing cycle?” Writing is actually a process which can also be considered like a cycle. In order to be able to write effectively, one must go through a writing process or a cycle which consists of planning, drafting, editing and writing the final version. As you can see, this cycle starts with planning and it is important to write as many drafts as needed after planning carefully. Every single draft gets edited and then the final version is produced. These are the steps of writing something whether you are writing a shopping list or a dissertation thesis.

Getting effective feedback to edit your drafts has a huge importance to be able to complete this cycle. In writing classes, teachers have usually been seen as the sole feedback giver for a very long time. However, it goes without saying that there are other sources of information and feedback, too. The writing process approach does not deny the importance of learning from peers, for example.

The word “peer” basically means “friend”. According to Cambridge Dictionary, it means “a person who is the same age or has the same social position or the same abilities as the other people in the group.” With this meaning in mind, it can be easily claimed that your classmates are your peers and “process approach” in writing claims that you can help each other out.

“Peer feedback” is not something very common. It might be even scary for students who are used to teacher feedback, but it has an important part in writing cycle. Getting feedback to their drafts from their peers and then writing one final draft to be evaluated by the teacher can be quite helpful for students. There are a lot of advantages of peer feedback. First of all, it is quite different from the teacher feedback because getting feedback from friends and communicating with them at the same time might make students more relaxed and also decrease their anxiety levels. However, students’ role is to respond to each other’s papers, not to criticize or evaluate. They make suggestions based on their own ideas and give feedback.

Moreover, since students are the ones who give and get feedback, they can pace their own learning and go as slow or as fast as they want. Furthermore, reading others’ work may cause students to be more critical of their own learning and they might start noticing their own mistakes easily. Of course, while helping each other, a sense of communication is created among students and this leads to learning skills such as arriving at a consensus, debating, questioning, asserting and defending their ideas and points. In other words, students become self-critical. Last but not least, it can be quite fun for students to read each other’s papers and get the reins in their own hands.

To sum up, when you write something, how you write is as important as what you come up with. That is why it is quite important to pay attention to the writing process and getting peer feedback is a great alternative to teacher feedback to make this process efficient and enjoyable.

definition of writing process and the elements of writing process	
definition of peer and peer feedback	
the role of students in peer feedback	
advantages of using peer feedback	
the role of peer feedback in the writing process	
the difference between teacher feedback and peer feedback	

APPENDIX D

Sample Paragraphs Used in Training

The article is about a woman who tries to live without TV. First of all, this is an experiment and she started this experiment because she thinks she spends too much time in front of the TV. She started with unplugging her TV. It was easy in summer days. However, the winter she had some problems because the weather is cold and she can't go outside she should stay at home and do something inside. She talked with her friends about this experiment. She is reading books instead of watching TV now. She is happy with her new lifestyle but she doesn't know how long this situation will last. Finally, she started this experiment as an experiment but now this experiment became her lifestyle. 😊

I think this experiment is necessary for everyone. She made a big change in her life and I believe she can continue this way. Watching TV is really waste of time and trust me you don't need a TV in your home. For example I'm living alone and without TV like the woman in the article. TV-free life isn't boring. You can watch what you want on your computer too. As she said now she has more time to spend with her real friends. In my opinion there is no bad point in TV-free life. As I said I'm living outside the box too and I suggest this word, she should teach this lifestyle to her children too.

In the world, people celebrate New Year. New Year is in January. This festival doesn't have special food & drink and clothes doesn't matter. People waiting for 24 o'clock on 31th Decembe. We ^{organize} lottery. We play games, such as Tombala and Tabu. (We say the 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0] when 10 seconds before ^{the} New Year. Fireworks ^{is} bangt at 00:00. People are fun. We give ^{have} a gift our friend.

APPENDIX E

An Example from the Story Writing Activity of Training

One day, in the period of hard vengeance, I ~~saw~~ the girl wearing red headscarf who is wandering the jungle. Because my family was killed by the girl's family, I planned to take my revenge. The girl everyday ^{visits} her grandmother to see if she is alive. I learned this ^{different time phrase} situation and I went to the grandmother's home to kill and take her place. When girl arrived home, she starts questioning her grandmother and noticed that there is something wrong with her grandmother. The girl firstly ask the reason why her eyes are so big than usually should be. I answered by saying that "to be able to see you better". Later on, the girl asks why are your eyes big than much? I answer "to be able to hear you better", and as a last question, she asks the reason why her grandma's mouth is that big. I said "to be able to eat you better." ^{It's not grandma's mouth it should be yours} "m"

Right after that, I caught the girl and ate her in a very short time. And the justice is provided ^{use compound sentences}

APPENDIX F

Peer Feedback Sheet for the Opinion Essay

Reader's Name:

Writer's Name:

Topic of the Essay: Do advertisements help us or harm us?

1) Does this composition follow the correct essay structure? Explain your answer please.

2) Does this essay contain a thesis statement which clearly present the writer's opinion? Underline the thesis statement, please.

3) What are the strong points of this essay?

4) What are the weak points of this essay?



5) What are your suggestions for the revision of this essay?

6) Do you have any questions after reading this essay? What are they?

7) Does this essay make you think about advertising in a new way? Explain your answer, please.

APPENDIX G

Opinion Essay First Draft Example

Making ads aimed at serving people. In my opinion, ads is beneficial in terms of different ways. We come across with ads not only at home but also in every part of life, such as street, roads

Firstly, ads can be informative quality. For example, before we go to shop we ^{start} follow to sale on TV, so we don't have difficulty in when shopping. Also, ^{when} we buy new things, ads show us "How much variety it is" In this way, we can choose the most suitable for us.

Secondly, ads might be funny for us. For instance, Gen Yilmaz entertain us by ^{performing} making stand-up. In this way, people prefer watching ads. Besides, jokes that are made on ads may be comedion for people and so people begin following these ads.
 with no serious people

To sum up, ads help us to spend good-time and ~~get information~~
 I recommend that people should watch ads in their free-times

?

APPENDIX H

Opinion Essay Second Draft Example

Making ads aimed at serving people. In my opinion, ads is beneficial in terms of different ways. We come across with ads not only at home but also in every part of life such as street, radio and mobile phone.

First of all, ads can be informative quality. For example, before we go to shop, we should follow to sale on TV, so we don't have difficulty in when shopping. Also, when we want to buy new things, ads show us "How much variety it has". In this way, we can choose the most suitable for us.

Secondly, ads might be funny for us. For instance, Cem Yilmaz entertain us by performing stand-up. In this way, people prefer watching ads. Besides, jokes that are made on ads may be comedion without showing people. For example, Akbank ads use a cat for ads and it entertain people easily and so people begin following these ads.

To sum up, ads help us to spend good-time. If people want to be funny, they watch ads in their free-times or when bored.

APPENDIX I

Opinion Essay Third Draft Example

Making ads aim at serving people. In my opinion, ads are beneficial in terms of different ways. We come across with ads not only at home but also in every part of life such as on street, on radio and on mobile phone. First of all, ads can be informative. For example, before we go shopping, we should follow the sale on TV so that we won't have difficulty when shopping. Also when we want to buy new things, ads show us how much variety it has. In this way, we can choose the most suitable things for us.

Secondly, ads might be funny for us. For instance, Cem Yilmaz entertain us by performing stand-up so, people prefer watching ads. Besides, jokes that are made on ads may be comic without showing people. For example, Akbank ads use a rat and it entertains people easily and so people begin following these ads.

To sum up, ads help us to spend good-time and they may be informative for us. If people want to be funny and to be informed about things, they watch ads in their free-times or when bored.

APPENDIX J

Correction Codes Used for Teacher Feedback

Code:	Meaning:
WW	Wrong Word
T	Tense
WO	Wrong Order
S	Spelling
P	Punctuation
WF	Wrong Form
^	Something important is missing
SS	Sentence Structure
TS	Topic Sentence
Ss	Supporting Sentence
M	Meaning is unclear

APPENDIX K

Peer Feedback Sheet for the Narrative Essay

Reader's Name:

Writer's Name:

Topic: Write about the biggest risk you have taken

- 1) Does this composition follow the correct narrative essay structure? Explain your answer, please.



- 2) Are the events in chronological order? Are there any problems about the chronological order? If so, what are they?

- 3) Can the writer shift between present and past narration smoothly?

- 4) What are the strong points of this essay?

5) What are the weak points of this essay?



6) What are your suggestions for the revision of this essay?

7) Do you think the writer should add any other points to make the events more understandable for the reader?

APPENDIX L

Narrative Essay First Draft Example

Two years ago, I and my friends travelled ^{Istanbul} Italy without my parents' permission. So as to went ^{Istanbul} Italy, all of us had been working during summer holiday. We saved money for holiday. It was the biggest risk that I had taken all my life. If my family had learned anything about this trip, my family would never allow me to travel another city during all my life. In order to travel to Italy, ^{Istanbul} we bought tickets. We hired our tickets and passport from our family.

A few weeks after we prepared to travel to Italy. When we arrived to airport, it was two hours before flight. We agreed about closing ^{Istanbul} mobile phone. Before the plane took off, my cousin had seen me. I told him if he told my parents nothing, when I came from Italy, I would ^{Istanbul} him holiday for 2 nights. While we were flying to Italy, ^{Istanbul} we mentioned about our family if they learned this trip, ^{Istanbul} what did they do?

We had already arrived to Italy when we waked up. Eventually we got off to Istanbul. ^{Istanbul} Firstly, we went a hotel and we booked three rooms for 4 nights ~~5~~ days. After we had a rest, we travelled the Taksim square. So, first day ended up. Second day, we travelled the Süleyman Mosque. Third day, we travelled The Galata Tower. and fourth day we travelled The Dolmabahçe Palace Museum. We met a lot people in Istanbul, ^{Istanbul} we went to club third day.

Even, we had to turn back Izmir. We prepared quickly. We arrived airport. We got in airport. ~~we offered to Izmir~~ We come back home and our family ~~didn't~~ know anything about ~~this trip~~ ^{Istanbul} travelling. During all my life, ^{Istanbul} it is the best holiday.

at the end of our trip

Second Page:

without parents. I felt that I had a wonderful friendship.

APPENDIX M

Narrative Essay Second Draft Example

Two years ago, I and my friends travelled to Istanbul without my parent's permission. So as to go to Istanbul, all of us had been working during summer holiday. We saved money for holiday. It was biggest risk that I have ever taken all my life. If my family had learned anything about this trip, my family would never allow me to travel another city during all my life. In order to travel to Istanbul, we bought tickets. We hired our tickets from our family.

A few weeks after we prepared to travel to Istanbul. When we arrived to airport, it was two hours before our flight. We agreed about closing our mobile phone. Before the plane took off, my cousin had seen me. I told him if he told to my parent my parents nothing, when I came from Istanbul, I would take him to holiday for 2 nights. While we were flying to Istanbul, we mentioned about our family. If they learned this trip, what would they do?

We had already arrived to Istanbul when we waked up. Eventually we got off to Istanbul. Firstly, we went a hotel and we booked three rooms for 4 nights 5 days. After we had a rest, we travelled the Taksim square. So, first day ended up. Second day, we travelled The Süleymaniye Mosque. Third day, we travelled The Galata Tower and fourth day we travelled The Dolmabahçe Palace museum. We met a lot people in Istanbul.

At the end of our trip, we had to turn back to İzmir. We prepared quickly, we arrived to Sabiha Gökçen Airport. After we slept during flight, we arrived to Adnan Menderes Airport. We come

Second Page:

back home and our family didn't know anything about this trip. During all my life, it was the best holiday without my parent. I felt that I had a wonderful friendship.

APPENDIX N

Narrative Essay Third Draft Example

Two years ago, I and my friends travelled to Istanbul without my parent's permission. So as to go to Istanbul, all of us had been working during summer holiday. We saved money for holiday. If my family had learned anything about this trip, my family would have never allowed me to travel ~~over~~ ^{at} all my life. In order to travel to Istanbul, we bought tickets. We hid our tickets from our family. It was the biggest risk that I had ever taken all my life.

A few weeks after, we prepared to travel to Istanbul. When we arrived to airport, it was two hours before our flight. We agreed with turning off our mobile phone. Before the plane took off, my cousin had seen me. I told him if he told my parents nothing, when I came from Istanbul, I would take him to a holiday for 2 nights. While we were flying to Istanbul, we talk about our family. If they learned about this trip, what would they do?

We had already arrived to Istanbul when we woke up. Eventually, we arrived to Istanbul. Firstly, we went to a hotel and we booked three rooms for 4 nights 5 days. After we had a rest, we travelled to the Taksim square. So, our first day ended up. On second day, we travelled to the Süleymaniye Mosque. On third day, we travelled to the Galata Tower and on fourth day, we travelled to the Dolmabahçe Palace Museum. We met a lot of people in Istanbul.

At the end of our trip, we had to turn back to Larnaca. We prepared quickly. We arrived to Sabina Gökçen Airport. After we slept during flight, we arrived to Adnan Menderes Airport. We came back home and our family didn't know anything about this trip. It was the best holiday without my parent in my life. Also, I felt that I had a wonderful friendship. I meet with

Second Page:

a great deal of people I had fun in this trip. I had a opportunity to travel different place.

APPENDIX O

Interview Questions

In English:

- 1) What are your opinions about the written peer feedback training?
- 2) What are the advantages and the disadvantages of written peer feedback training?
- 3) What do you think about written peer feedback?
- 4) What are the positive and the negative effects of your feedback on your friends?
- 5) What could be done to make peer feedback practice more effective?

In Turkish:

- 1) Yazılı dönüt verme eğitimi hakkında genel olarak ne düşünüyorsunuz?
- 2) Yazılı dönüt verme eğitiminin avantajları ve dezavantajları nelerdir?
- 3) Yazılı dönüt verme konusunda ne düşünüyorsunuz?
- 4) Sizce verdiğiniz yazılı dönütlerin arkadaşlarınız üzerindeki olumlu ve olumsuz etkileri nelerdir?
- 5) Akran dönütü sürecinin daha etkili olması için neler yapılmalıdır?

APPENDIX P

Coding Scheme for Students' Written Comments (Zhu,1995)

Global Comments are about:	Local Comments are about:	Evaluative comments are about:
<ul style="list-style-type: none">• The presence of main idea and the relevance of controlling idea to the main idea• Thesis statement• Development and clarity of supporting ideas• Purpose and audience• Consistency in point of view and genre• Paying attention to the key terms• Appropriateness of topic• Logical arrangement of ideas• Paying attention to the essay structure	<ul style="list-style-type: none">• Grammar• Vocabulary• Punctuation• Spelling• Clarity of sentences• Rephrasing	<ul style="list-style-type: none">• What students think about the essay as a whole

Zhu,W (1995) "Effects of training for peer response on students comments and interaction".

Written Communication, 12/4:521-522.

APPENDIX Q

The ESL Composition Profile

ESL COMPOSITION PROFILE

STUDENT		DATE	TOPIC	
SCORES	LEVEL	CRITERIA		COMMENT
C O N T E N T	30-27	Excellent To Very Good: knowledgeable* substantive* thorough development of thesis* relevant to assigned topic*		
	26-22	Good To Average: some knowledge of subject* adequate range* limited development of thesis* mostly relevant to topic, but lacks detail*		
	21-17	Fair To Poor: limited knowledge of subject* little substance* inadequate development of topic*		
	16-13	Very Poor: does not show knowledge of subject* non-substantive* not pertinent* OR not enough to evaluate*		
O R G A N I Z A T I O N	20-18	Excellent To Very Good: fluent expression* ideas clearly stated/ supported* succinct* well-organized* logical sequencing* cohesive*		
	17-14	Good To Average: somewhat choppy* loosely organized but main ideas stand out* limited support* logical but incomplete sequencing*		
	13-10	Fair To Poor: non-fluent* ideas confused or disconnected* lacks logical sequencing and development*		
	9-7	Very Poor: does not communicate* no organization* OR not enough to evaluate*		
V O C A B U L A R Y	20- 18	Excellent To Very Good: sophisticated range* effective word/ idiom choice and usage* word form mastery* appropriate register*		
	17-14	Good To Average: adequate range* occasional errors of word /idiom form, choice usage but meaning not obscured*		
	13-10	Fair To Poor: limited range* frequent errors of word/ idiom form, choice usage* meaning confused or obscured*		
	9-7	Very Poor: essentially translation* little knowledge of English vocabulary, idioms. Word form* OR not enough to evaluate*		
L A N G U A G E U S E	25-22	Excellent To Very Good: effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions*		
	21-18	Good To Average: effective but simple constructions* minor problems in constructions* several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions* but meaning seldom obscured*		
	17-11	Fair To Poor: major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions* meaning confused or obscured*		
	10-5	Very Poor: virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate*		
M E C H A N I C S	5	Excellent To Very Good: demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing*		
	4	Good To Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured*		
	3	Fair To Poor: frequent errors of spelling, punctuation, capitalization, paragraphing* poor handwriting* meaning confused or obscured*		
	2	Very Poor: no mastery of conventions* dominated by errors of spelling, punctuation, capitalization, paragraphing* handwriting illegible* OR not enough to evaluate*		
TOTAL SCORE		READER	COMMENTS	

(Hughey, J. B. (1983) Teaching ESL Composition: Principles and Techniques . USA: American Book Company: 140)

APPENDIX R

Examples of Different Types of Peer Feedback Given by the Students

1) Does this composition follow the correct opinion essay structure? Explain your answer, please.

It has to be four paragraphs but you have three.
You can add more detailed examples.

2) Does this essay contain a thesis statement which clearly presents the writer's opinion? Underline the thesis statement, please.

Thesis statement çok açık değil. Yani bize zarar mı veriyor yoksa yardım mı ediyor net değil. Hem reklamlar kandırıcıdır demissin. hemde güzel ve ilginç demissin. Thesis statement da net bir taraf seçmen gerekiyor.

1) Does this composition follow the correct narrative essay structure? Explain your answer, please.

Yapı olarak bir eksiklik yok fakat olayları anlatırken olaya bir kaç tane daha adım ekleyebilirsin eğer ekleyebileceğin adım varsa. Çünkü olayınca biraz eksik, yarım kalmış gibi duruyor.

5) What are your suggestions for the revision of this essay?

Örneklerini çoğaltarak verdiğin bilgileri güçlendirebilirsin. Verdiğin "Informatile and funny" noktalarını tek yönle ele almamalısn. Yalnızca çocukları değil ebeveynleri de düşünmelisin.

1) Does this composition follow the correct opinion essay structure? Explain your answer, please.

Thesis statement kısmında gelişmiş bir cümle kurmuşsun, yazının geri kalanını anlatıyor neyse ki. Body paragraph kısmı oldukça iyi, örneklerin ve düşüncelerin sebeplerini yeterince açık şekilde belirtmişsin, ancak birtakım gramer hatalarına dikkat geldim, kafada işaretleyeceğim. Thesis kısmındaki ufak pürüz dışında iyi iş çıkarmışsın. Congrats 😊

APPENDIX S

Transcribed Interview Example

Teacher: Hello

Student 1: Hello

Teacher: First of all, I will ask you some questions regarding the training that you have gotten about giving and getting peer feedback in the classroom. Firstly, I will start with something very general. What do you think about the written peer feedback training? What are your thoughts on the training that we applied in the classroom?

Student 1: Actually, when I first started this semester, this peer feedback thing made me feel a little scared but I realised that giving feedback enables us to notice our mistakes more easily and help our friends at the same time. That is why, I now think it is very beneficial.

Teacher: What do you think about the training?

Student 1: We found out that we could fix and edit something too. I realised that we don't have to be given feedback all the time, we can also give feedback with the help of the training.

Teacher: Ok, do you think this training has got any disadvantages? And does it have any other advantages and what are the disadvantages?

Student 1: I don't think there are a lot of disadvantages. I just think there might be some points that we missed. Other than that, I think it is totally advantageous because it both improves our skills to give feedback -fix something- and it enables us to notice the errors of our own.

Teacher: So, this is what you think about the training. OK, what do you think about the written peer feedback? What do you think might be the advantages and the disadvantages of the written peer feedback process? Think about your experience and your friends' experience.

Student 1: As I said, when we first started, giving peer feedback made me feel nervous because I thought I couldn't do it. I thought I wouldn't be able to notice some things or that some of my friends wouldn't be able to find out my errors in my

writing portfolio and I would have nothing to work on my second draft. However, after we started this process, I started to observe that on the contrary to what I thought, everyone was aware of what was going on and they were noticing their own errors by giving feedback to others. I got really low scores for my first few portfolios, but with the help of peer feedback, I started to get much higher scores.

Teacher: Well, what do you think could be done to make peer feedback process and peer feedback training more influential?

Student 1: Hmmm, even just continuing doing this process will be beneficial. I think it is very efficient.

Teacher: Are there any sides to improve to make it more effective? Or do you think it had any negative effects on you or your friends in any ways? Any way to improve?

Student 1: Actually, I don't think it has a lot of negative effects, but giving peer feedback all the time might sometimes have negative sides. Because when you give a lot of feedback, some problems might occur when we don't give feedback.

Teacher: Can you explain what you mean?

Student 1: OK, we give peer feedback and write drafts by giving and getting feedback with our friends, but in some situations, for example, when it is not your class, there might be times we cannot get peer feedback. This is when we feel the need, gap?? There are times we think "Have I made a mistake?" or "Noone is going to give me feedback. What can I do?" However, overall, I think peer feedback experience was good. There are no sides to improve.

Teacher: Well, do you want to add anything else?

Student 1: No, thank you.

Teacher: Thank you.

APPENDIX T

Anadolu Üniversitesi Etik Kurul Belgesi

Evrak Kayıt Tarihi: 12.06.2017 Protokol No: 69319

Tarih: 21.06.2017



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Yazılı Akran Dönütü Eğitiminin Öğrencilerin Verecekleri Akran Dönütünün Kalitesine Etkisi (The Effect of Written Peer Feedback Training on the Quality of Peer Feedback Students Give)
PROJE/TEZ YÜRÜTÜCÜSÜ:	Yrd. Doç. Dr. Gonca SUBAŞI
TEZ YAZARI:	Esmâ CAN
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu
 Prof. Dr. Coşkun BAYRAK (Başkan Eğitim Fak.)	
 Prof. Dr. T. Volkan YÜZER (Başkan Yardımcısı-Açıköğretim Fak.)	 Prof. Dr. Esra CEYHAN (Eğitim Fak.)
 Prof. Dr. Münevver ÇAKI (Güzel Sanatlar Fak.)	 Prof. Dr. M. Erkan ÜYÜMEZ (İkt. ve İdari Bil. Fak.)
 Prof. Dr. Handan DEVECİ (Eğitim Fak.)	 Prof. Dr. Emel ŞIKLAR (İkt. ve İdari Bil. Fak.)

APPENDIX U

Kütahya Dumlupınar Üniversitesi Yabancı Diller Yüksekokulu Veri Toplama İzni

Tarih ve Sayısı: 12/07/2017-E.31922



T. C.
DUMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü



Sayı : 34940314-605.01-
Konu : Veri Toplama (Okt. Esmâ CAN)

Sayın Esmâ CAN

İlgi : 12/07/2017 tarihli ve 28290469-605.01-31888 sayılı yazı.

İlgi yazıya istinaden, Yüksekokulumuzda görev yapmakta olan, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü İngilizce Öğretmenliği Bölümü 27361702244 numaralı tezli yüksek lisans öğrencisi Okt. Esmâ CAN'ın, "Yazılı akran dönütü eğitiminin İngilizce Hazırlık Sınıfı öğrencilerinin verecekleri yazılı akran dönütü üzerindeki etkisini ölçecek Yazılı Akran Dönütü Eğitiminin Öğrencilerin Verecekleri Akran Dönütünün Kalitesine Etkisi (The Effect of Written Peer Feedback Training on the Quality of Peer Feedback Students Give)" isimli tez çalışmasını yapabilmesi için, Yüksekokulumuz öğrencilerinden veri toplamasında Müdürlüğümüzce herhangi bir sakınca görülmemiştir.

Bilgilerinizi ve gereğini rica ederim.

e-imza
Prof. Dr. Kaan ERARSLAN
Yüksekokul Müdürü

EK :
İlgi Yazı (46 sayfa)

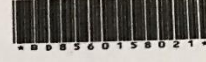
Evliya Çelebi Yerleşkesi Tavşanlı Yolu 10. Km 43100 KÜTAHYA
Telefon: 2742652205-Faks: 2742652205
E-Posta: ydyo@dpu.edu.tr

Ayrıntılı bilgi için irtibat: U.SARIKAYA Personel (4/C)
Elektronik ağı: <http://ydyo@dpu.edu.tr>
KEP Adresi: dumlupinaruniversitesi@hs01.kep.tr

Doc. 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır.



T. C.
YABANCI DİLLER YÜKSEKOKULU
MÜDÜRLÜĞÜ
Temel Yabancı Diller Bölüm Başkanlığı



Sayı : 28290469-605.01-
Konu : Veri Toplama (Okt. Esmâ CAN)

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Bölümümüzde görev yapmakta olan Okt. Esmâ CAN'ın Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, İngilizce Öğretmenliği Bölümü, 27361702244 numaralı tezli yüksek lisans öğrencisi olarak Yazılı Akran Dönütü Eğitiminin İngilizce Hazırlık Sınıfı öğrencilerinin verecekleri yazılı akran dönütü üzerindeki etkisini ölçecek Yazılı Akran Dönütü Eğitiminin Öğrencilerin Verecekleri Akran Dönütünün Kalitesine Etkisi (The Effect of Written Peer Feedback Training on the Quality of Peer Feedback Students Give) isimli tez çalışmasını yapabilmesi Bölümümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

e-imza

Okt. Arif Erdem ERYILMAZ
Bölüm Başkanı V.

EK :
Dilekçe ve ekleri (45 sayfa)

CURRICULUM VITAE

Name-Surname :Esmâ CAN

Foreign Language :English

Place and Date of Birth :Eskişehir / 1989

E-mail :esma.can@dpu.edu.tr

Education and Work Experience:

2006, Hoca Ahmed Yesevi High School, Eskişehir

2010, Çanakkale Onsekiz Mart University- Faculty of Education- English Language Teaching Department

2019, Anadolu University- Graduate School of Educational Sciences- Department of Foreign Language Education- MA in English Language Teaching Program

2012- present, English Language Instructor, Kütahya Dumlupınar University, School of Foreign Languages