

THE REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE DEPARTMENT

**THE INFLUENCE OF PEER FEEDBACK ON STUDENTS’
WRITING PERFORMANCE AND THEIR ATTITUDES TOWARDS WRITING**

THESIS BY

MEHMET VEYSEL BİLEN

SUPERVISOR

ASSOC. PROF. ŞEHNAZ ŞAHİNKARAKAŞ

MASTER OF ARTS

MERSİN, JUNE 2014

REPUCLIC OF TURKEY

ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We **certify** that thesis under the title of THE INFLUENCE OF PEER FEEDBACK ON STUDENTS' WRITING PERFORMANCE AND THEIR ATTITUDES TOWARDS WRITING" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

.....
Supervisor- Head of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

.....
Member of Examining Committee: Assist. Prof. Dr. Erol KAHRAMAN

.....
Member of Examining Committee: Assist. Prof. Dr. Kim Raymond HUMISTON

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.

12 /06 / 2014

Assist. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

II

ACKNOWLEDGEMENTS

It is an honor to thank people who have contributed to this study.

I would like to express my genuine gratitude to my supervisor, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ for her support, sincere attitude, endless patience, invaluable feedback, and of course her spectacular advices.

I would like to express my special thanks to Assist Prof. Dr. Erol KAHRAMAN, Assist. Prof. Dr. Hülya YUMRU, and Assist. Prof. Dr. Kim Raymond HUMISTON for their professional advices, constructive feedbacks, and their contributions to my study.

I would like to pay tribute to my precious mother, Nefise BİLEN, my father, Fahri BİLEN, my brother and sisters who have always been there to help me since I was born. I feel so lucky to have such a great family.

I would like to express my gratitude to my colleagues who supported me with limitless patience and tolerance at Toros University.

Finally, I would like to express my special thanks to my fiancé Elif Ekin KAYA for her endless love, and patience.

12.06.2014

Mehmet Veysel BİLEN

ÖZET

AKRAN DÖNÜTÜN ÖĞRENCİLERİN YAZI BECERİLERİNE VE YAZI DERSİNE OLAN TUTUMLARINA OLAN ETKİSİ

MEHMET VEYSEL BİLEN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Assoc. Prof. Şehnaz ŞAHİNKARAKAŞ

Haziran 2014, 52 Sayfa

Bu çalışma akran dönütün öğrencilerin yazı becerilerine ve yazı dersine olan tutumlarına olan etkisini incelemiştir. Çalışma 2013-2014 yılları arasında Toros Üniversitesi hazırlık okulu tarafından verilen hazırlık programına ait tek sınıf dahilinde 20 bay ve bayan öğrenciden oluşmaktadır. Ön test, Ara test ve Son test ile akran dönütü uygulama öncesi ve sonrası öğrencilerin başarı farklılığının ölçülmüştür. Aynı zamanda çalışmadan sonra öğrencilerin yazı yazma becerisine karşı tutumlarının değiştiğini mi veya aynı kalıp kalmadığını görmek için öğrencilerden çalışma öncesi ve sonrası tutum paragrafı yazmaları istenmiştir. Çalışma sonunda writing becerisine karşı olumlu tutum sahibi olan öğrencilerin sayılarının önemli derecede arttığı gözlenmiştir ayrıca öğrencilerin aldığı notlarında önemli derecede yükseldiği görülmüştür.

Anahtar Kelimeler: Yazı becerisi, Öğrencilerin tutumları, Sürece dayalı yazı, Akran dönütü, Öğretmen dönütü.

ABSTRACT

THE INFLUENCE OF PEER FEEDBACK ON STUDENTS' WRITING PERFORMANCE AND THEIR ATTITUDES TOWARDS WRITING

MEHMET VEYSEL BİLEN

Master of Arts, English Language Teaching Department

Supervisor: Assoc. Prof. Şehnaz ŞAHİNKARAKAŞ

June 2014 , 52 Pages

This study investigated the influence of peer feedback on students' writing performance and attitudes towards writing. The sample of the study consisted of 20 male and female students from preparatory school students writing course offered by the English Department at Toros University in the academic year 2013/2014. A pre-, mid-, and a post-tests were applied to check the students' performance before and after the feedback sessions also, a pre-attitude paragraph and a post-attitude paragraph were asked students to write to see whether the students' attitudes change or stay same after the study. At the end of the study, the number of the students who had positive attitude towards writing skill increased significantly also, students' grades improved significantly, too.

Key words: Writing skill, students' attitude, process writing, peer feedback, teacher feedback.

LIST OF TABLES

Table 1. Module system at Toros University and its length and level category	18
Table 2. Reliability between 1st and 2nd graders for pre-test.....	21
Table 3. Reliability between 1st and 2nd graders for mid-test.....	22
Table 4. Reliability between 1st and 2nd graders for post-test	22
Table 5. Mean difference between pre and mid-tests	23
Table 6. Paired Sample Test.....	23
Table 7. Mean difference for mid and post-tests.....	24
Table 8. Paired sample test.....	24
Table 9. Mean difference between pre and post-tests.....	25
Table 10. Paired samples test	25
Table 11. The reasons why the students liked writing skill from pre-attitude paragraph.....	27
Table 12. The reasons why the students liked writing skill from post-attitude paragraph	30
Table 13. The reasons why the students had negative attitude towards writing skills from pre-attitude paragraph.....	32
Table 14. The reasons why the students had negative attitude towards writing skills from post-attitude paragraph	34

TABLE OF CONTENTS

COVER	i
APPROVAL PAGE	ii
ACKNOWLEDGMENT	iii
ÖZET	iv
ABSTRACT	v
LIST OF TABLES	vi
TABLE OF CONTENTS	vii

CHAPTER I

1. INTRODUCTION	1
1.1. Statement of the Problem	1
1.2. Background of the Study.....	1
1.3. Purpose of the Study	2
1.4. Research Questions.....	2
1.5. Significance of the Study	2
1.6. Limitations of the Study.....	3
1.7. Operational Definitions.....	3

CHAPTER II

2. LITERATURE REVIEW	4
2.1. Writing Skill	4
2.2. Product Based Approach.....	4
2.3. Process Writing.....	6
2.3.1. Planning Stage	7
2.3.2. Drafting Stage	7
2.3.3. Revising Stage	8
2.4. Feedback.....	8
2.4.1. Teacher Feedback.....	10
2.4.2. Peer Feedback	11
2.5 Socio-Cognitive Approach and Peer Feedback.....	13
2.6. Students' Attitudes towards Writing.....	14

2.6.1. Students' Attitudes towards Feedback	15
2.6.2. Students' attitudes towards Teacher Feedback.....	15
2.6.3. Students' attitudes towards Peer Feedback	16

CHAPTER III

3. METHODOLOGY	17
3.1. Introduction	17
3.2. Research Design	17
3.3. Participants of the Study	18
3.4. Data Collection Instruments.....	18
3.4.1. Writing Exams and Rubric	19
3.4.2. Attitude Paragraph	19
3.5. Procedure of the Study.....	19
3.6. Data Analysis.....	20

CHAPTER IV

4. DATA ANALYSIS AND RESULTS.....	21
4.1. Introduction	21
4.2. The effects of peer feedback on students' writing performance	21
4.3. The role of peer feedback on students' attitudes toward writing	26

CHAPTER V

5. CONCLUSION AND IMPLICATIONS.....	36
5.1. Summary of the Study.....	36
5.2. Review of the Results-Research Question 1	36
5.3. Review of the Results-Research Question 2	37
5.4. Suggestions for further Research.....	38
6. REFERENCES	40

CHAPTER I

1. INTRODUCTION

1.1. Statement of the Problem

Writing is a productive skill (Hirai, 2002) which means the learner processes all of the information he or she has learnt and puts it into context. Thus, according to Wetstanarak [1994 (cited in Cadet, 2009)], it requires a long period of practice to be sufficient, especially in English as a foreign language. Cadet (2009) reinforces Hirai (2002) and Wetstanarak (1994) by indicating that writing is the most difficult skill comparing with the other skills; such as reading, listening and speaking. One of the main problems of writing is intrinsic difficulty which requires previously acquired skills such as organization, hand-writing, syntax and spelling and the other problem is having insufficient pedagogic attention to writing (Cadet, 2009). As well as Cadet (2009), Tangperpoom (2008) also states the difficulty of writing by indicating the requirements of writing as lexical and syntactic knowledge and organizational principles.

In Turkey, students repute writing as the most difficult skill. Therefore, students are usually de-motivated against the writing classes. This situation usually causes bored, un-encouraged and unwilling students who believe that they cannot be successful in writing. Therefore, we can state that the present study is based on two main problems; deficiency in writing, producing something new and students' negative attitudes towards writing skill.

1.2. Background of the Study

Gardner (1985) indicates that one of the four components of motivation is attitude and it is also one of the factors which affect language learning (Gömleksiz, 2010, p. 917). Petric (2002) states that: "development of attitudes towards writing is an integral part of the process of writing development (p. 25)." In his study, he focuses on how attitudes are formed and changed via the writing course, tutorials and writing experiences. Developing writing skill takes a long time (Tangperpoom, 2008) and through interacting with each other and engaging in various social situations, students enhance their writing skill (Cooper, 1986). Peer review which is an alternative assessment method is also seen as a learning activity together with assessing learning

performance (Freeman, 1995). While evaluating their peers, students contribute to their own learning (Aoun, 2006).

Falchikov (1986, p. 147) reports that thanks to the scheme of peer assessment, students' responsibility and autonomy increases, and according to her students it is challenging, helpful and beneficial. Furthermore, it also makes them think more, learn more, and become more critical and structured. Farrah (2012, p. 180) states "using peer feedback as a model in process writing became popular in teaching English language skills." Falchikov, 1986, p. 161). The peer assessment system supports a counterfeit conniving environment where students can work professionally with one other. (Earl, 1986, p. 68). About peer feedback, Liu & Carless (2006, p. 280) state "the conceptual rationale for peer assessment and peer feedback is that it enables students to take an active role in the management of their own learning."

1.3. Purpose of the Study

The purpose of the study is to find out the influence of peer feedback on students' writing performance. In other words, the main focus is to investigate if the students' writing performance improves or proceeds on the same level with the peer feedback process. The study also aims to find out the effects of peer feedback on students' attitudes towards writing skill. After this study, we can see how the students' attitude changes about writing skill or lesson. Will their attitude improve or they will feel the same way as they did before?

1.4. Research Questions

Considering the main problems of the study and the aims of the study, following research questions were designed:

1. Does peer feedback affect students' writing performance?
2. What is the role of peer feedback on students' attitudes toward writing?

1.5. Significance of the Study

Writing is one of the productive skills (Hirai, 2002) and comparing with the other skills- reading, listening and speaking, it is the most difficult skill (Cadet, 2009). Thus, many of the students are de-motivated and unwilling to develop this skill. Thanks to this study, the students will gain confidence and require experience. This experience will

trigger their desire to learn more about the writing skill. While assessing their peers, they will learn to work collaboratively and learn information about how to write a good essay. It is expected that the results of this study will be beneficial to EFL instructors to design a writing class including peer feedback. In addition, this study will contribute to previous conducted researches related to the influence of peer feedback on student's writing performance in Turkey.

1.6. Limitations of the Study

The main limitation could be the design of the study. Because of the fact that the present study is a case study and participants were chosen regarding the convenience sampling method which means the available students were chosen as the sample of the study, the results of the study could not be generalized.

The duration of the study could be the other limitation of the study. The study lasted 8 weeks since the duration of preparatory school's each module is 8 weeks. The duration of the study could have been more than 8 weeks regarding what Cadet (2009, p. 139) stated in his study. When a study is conducted in a long period, more reliable results are obtained (Cadet, 2009, p. 139).

1.7. Operational Definitions

Peer Feedback: It is a process which students check each other's work and give feedback and learn from each other's mistakes.

Writing Performance: Writing performance refers to students' writing ability, and achievements.

Students' attitudes: Students' perspectives about writing skill.

Cooperation: Cooperation is a useful process that students help each other while doing any work. This can be an assignment, homework or anything.

Interaction: Students' communication with each other and learning from themselves.

CHAPTER II

2. LITERATURE REVIEW

2.1. Writing skill

Writing is a skill which is of high importance to language classroom settings all around the world. There have been numerous efforts to define the writing skill. According to Sari (2013) writing is a kind of skill which is used to express an idea, thought, feeling or practice in a textual form. When students learn a new language, they need to practice and produce what they have learnt to make their learning permanent. Because of that, writing has become a very important skill in language learning. Kroll (2001, as cited in Kutlu, 2013a) highlights the importance of writing skill and claims that writing is a hard skill to get success when the other skills are considered. Similarly, Tangpermpoon (2008) indicates that among the other skills (speaking, listening, and reading), writing is the most difficult skill as it requires lexical, syntactic, and organizational knowledge in L2. In light of this information, it can be said that students need a good knowledge of L2 to be able to write effectively. Acquiring lexical knowledge itself may not be easy for most of the students. It can require a long period of study and reinforcement. Also, syntactic and organizational knowledge is what most of the students generally suffer as it is also one of the most difficult knowledge to learn and carry out. Sari (2013) points out that writing is the most challenging skill for the students. However, it is one of the most significant skills for students.

When the literature of writing skill is taken into consideration, it can be said that there are some methods to develop students writing ability. Product based approach and process writing approach are examples of those important approaches to promote learners writing skill.

2.2. Product Based Approach

After studying the literature, it is clear that writing is taught with some different methods. In traditional approach, students try to write something, and they give their papers to their teacher. When the teacher gives feedback to the students' paper, it is students' choice to make correction or throw the paper away without doing anything. Tangpermpoon (2008) indicates that product based approach mainly assists students in

teaching grammatical and syntactical forms. Therefore, it can be assumed that this method mainly serves teachers to teach only grammatical information and syntactical forms and this information may not be enough for students to produce a reasonable and successful writing. Gümüş (2002) states the following:

In this traditional concept, the emphasis is on style, and instruction tends to focus on error correction. In a product-writing approach, instruction usually consists of analyzing examples of good form, learning various rules, and practicing those rules. Product writing gets its name from the fact that the focus is on students' finished products.
(p. 12)

It can be assumed that with this concept, the main focus is on teaching grammar and practicing the forms repeatedly till the students meet the teacher's expectation. The papers would be assessed to check error correction. About this issue, Lounis (2010, p. 14) also states "this approach emphasizes accuracy and correctness at the expense of the writer, his ideas and decisions, and the process through which texts are produced." It can be seen that the focus on grammar is highly important in this method. Unger and Fleischman (2004) state that people who went to school in the 1960s and 1970s remember that their writing papers were marked for errors, graded and returned. Grammar instruction and writing instruction took place separately and they were not related each other. It can be assumed that this process would probably result in students throwing away his/her paper away as soon as getting their paper checked by their teacher. Therefore, it is clear that the teacher is at the center of this learning style and students are passive learners. They are not actively attending the learning and generally the teacher explains and talks during this procedure.

It can be said that a new approach was necessary to motivate students, make them learn from their mistakes, work on their mistakes and write their papers repeatedly until they have a reasonable work in their hands. There have been new theories for writing skills to achieve these goals and one of these methods is Process approach. Gümüş (2002, p. 2) states "in the early 1970s, the process model of writing emerged as a reaction to product writing. Since the 1970s, writing as a process has been perceived by many as a successful teaching methodology for improving student writing." It can be assumed that product writing did not serve to the teachers and students so there was a

need for a new model and because of that process writing was used and this model has been appreciated and used efficiently for many years.

2.3. Process Writing

Process writing is a communicative activity and students get a lot of help during process writing continuum. Onozawa (2010, p. 154) states “process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves.” So it can be asserted that the process itself is more important than the product since it can ensure a perfect learning thanks to showing students their mistakes and letting them learn from them. After getting their pages and correcting them over and over, students may be motivated to check their papers and correct some mistakes on their own to avoid making this process longer before handing it to their teacher. This may also help students’ self-correction and self-learning strategies, too. Yang (2013) emphasizes that the teachers barely interfere the writing process so this enables students to become autonomous learners and improve their self-learning ability. It is clear that process writing helps students’ self-learning strategies and become better autonomous learners. Thanks to that they may learn the writing process more efficiently.

Unger and Fleischman (2004) indicate that 80 percent of the students, who were regularly engaged in process writing activities, could get higher test scores in 1998. It can be understood that students who follow this approach have a high success rate, and this approach can be of great help for learning writing. Huang (2004) points out that process writing makes the teachers help students to solve the problems which are seen during writing progress. With this procedure the teacher helps the students instead of just correcting the students’ mistake or giving grades to them. Gümüş (2002) points out that the teachers and students had negative attitudes towards process writing at the beginning, but later, the students wrote better writings which included attractive, extended, and better organized papers. It can be said that the process writing may increase students’ knowledge about writing and make them better at writing. Thanks to that, students self-confidence and desire to learn may increase as well. Process writing method has several stages and it has been also stated by many researchers as well. Lounis (2010) states the following:

In other words, by adopting this approach in the writing class, teachers come to consider what their students can do (write), pay more attention to how these students approach the writing task moving through different stages of writing, and offer the writers opportunities to improve their writing through providing effective feedback and allowing time for revisions. (p. 17)

Onozawa (2010) also states that process writing has several stages, and they are pre-writing, drafting, and revising. However, this process may also include thinking, planning and evaluating as well.

2.3.1. Planning Stage

At planning stage, students may think about their ideas before putting them into a context. A good planning can be very important since at this stage, the writer will determine how to put his/her ideas into writing and also he/she will determine the organization of the ideas as well. They can also take notes and do brainstorming for later usage. Seow (2002, p. 316) states “pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started.” After a careful study, students will be able to pass to drafting stage and with the help of the planning stage, they will not have any problems. This stage helps students to write their ideas in order and in a good way. First of all, they need to plan their ideas. In order to do it well, they can do brainstorming activities because brainstorming activity will help them to come out with a lot of ideas. After that, they can choose the best ideas which they can use later at drafting stage. After planning the ideas, the students may need to organize their ideas to make it look logical.

2.3.2. Drafting Stage

At this stage, students are supposed to write their first thoughts, and they have limited time to do this. They write their opinions silently using their information which they prepared at the previous stage. Jenks (2003, p. 2) states “the drafting phase involves a free writing, concept mapping, and an outline activity to generate ideas and establish a purposeful foundation.” Students generally start writing their opinions on the paper at this stage. These writings may include some mistakes, and this is the nature of this study and at the same time the reason of all the effort. They can use the information

which they gathered at the previous stage. This information can help them a lot and make this stage much easier. The previous stage might be a great help to make students' progress easier. They may also feel secure when they really know what they are doing at this stage. Therefore, it can be said that each stage makes the next stage easier or efficient.

2.3.3. Revising Stage

In this stage, students receive feedback from their teachers or their peers so they are supposed to make some corrections according to the feedback they receive at the end of this stage. Alves (2008, p. 12) states "in general, students receive feedback from teachers days after the writing task has been completed, mistakes are highlighted and corrected, suggestions for improvement are provided." It can be assumed that this stage can repeat again and again until the student has an appropriate and accepted paper.

Rahimi (2009) also states that changing the approach from product to process writing necessitates underlining multiple drafting of students' writing that means teachers' giving feedback to multiple pages. It can be notified that with this shift, the importance of feedback increased significantly and became one of the most important components in writing. Huang (2004) states that the students are expected to cooperate and collaborate, assisting each other through discussion in peer reviews also a student-teacher intercourse is usually regarded as beneficial before writing the third or final draft. It can be said that at this stage, feedback might be given by students' teachers or by their peers as well. If the feedback is given by peers, students may have a chance to have a collaborative environment in this process. Alves (2008, p. 12) states "Once again there is an opportunity to transform this task into a student-centered activity thus promoting real communication amongst students. Students may work in pairs or groups and correct, provide feedback on each other's text." Given by a teacher or peer, the importance of feedback can be seen clearly with these words. When we consider the importance of the feedback, immediately, we may have too many ideas flowing in our mind.

2.4. Feedback

Feedback is very important since it allows students to see their mistakes and give them a chance to learn and revise their writings accordingly. Williams (2003) indicates

that written feedback is an important part of English language writing course especially in process approach. It can be inferred that feedback is one of the most important elements of process writing method since it is mainly based on giving feedback to the students and monitor students' progress during this period. Hyland and Hyland (2006) state the ideas on feedback as follows:

In the L2 context, the effectiveness of feedback that focuses on error correction is seen as particularly important, and the question of whether such feedback is beneficial to students' development, in both the short and long term, has become a major issue of contention. (p. 3)

It can be said that the type of feedback that the teacher gives to the students is very important and this influences the students' success directly. As feedback is a substantial element for teaching, its variations become an important subject. Dawes (2014) classifies the feedback types as evaluative, descriptive, and provocative.

According to the Dawes (2014) evaluative feedback tells the students whether they are doing well or not. It might be said that this kind of feedback includes general comments or grades about the product. One of the possible problems about evaluative feedback is that it might not reinforce students' learning and it might even de-motivate the students. Chappuis and Chappuis (2002) report that teachers' evaluative feedback such as "Good job." "Your handwriting is nice." to approve or disapprove the students' performance is not really valuable for students' progress. That is because this kind of feedback does not let the students learn their mistakes. It only provides a general comment which generally includes one or two words. On the other hand, some researchers do believe that evaluative feedback might improve students' self-efficacy if it is given positively. Chan and Lam (2010) report that students' self-efficacy might improve depending on the teachers' approval on the students' capabilities.

According to Garrison and Ehringhaus (2007, p. 2) "descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression." Teachers' descriptive feedback on students work might increase motivation and desire to learn. It can be claimed that it might be a good idea to give feedback to students work, ideas and general structure. In this way, they might be

more motivated. Garrison and Ehringhaus (2007, p. 2) state “in other words, descriptive feedback is not a grade, a sticker, or "good job!" A significant body of research indicates that such limited feedback does not lead to improved student learning.” It can be pointed out that descriptive feedback is a detailed feedback that shows to the students their mistakes unlike evaluative feedback. Thanks to that, descriptive feedback may also trigger the students desire to write and learn more. However, it cannot be claimed that descriptive feedback is the only useful feedback type. Tunstall and Gipps (1996) report that rational mixture of evaluative and descriptive feedback to the students by their teacher would make the most efficient support for learning.

Another issue about giving feedback to our students is whether it should be given directly by teachers or their peers. In traditional approaches, it can be said that students are used to getting their feedback from teachers directly and this would sometimes work well. But sometimes the students might throw their papers away as soon as getting their papers from their teachers. Also, this might cause a heavy burden on teachers because they may need to read each student’s paper one by one to write an effective feedback to help them improve their writings. This process could last days, and in the end, the result might not be still very efficient. Lange (2001) points out that students might be more perceptual to feedback from their teacher since their teacher is supposed to guide them to the correct answer. Students’ perspective might be crucial here because their belief will direct them to understand or ignore the resource they may get. Lounis (2010) indicates that there are different methods to give feedback to students and they differ according to its presented way and its presenter. One of these methods could be the teacher feedback and the peer feedback.

2.4.1. Teacher Feedback

One of the responsibilities of writing teachers is to give feedback to their students, and the students consider their teachers as the main source to learn. Tunstall and Gipps (1996) state that teacher feedback to students is a main necessity for learning progress. Also, the students consider their teachers as the authority to judge whether the product they make is correct or false. Baierschmidt (2012) reports that when it comes to academic writing, it is generally teachers who give feedback to the students. It can be claimed that teachers usually guide their students for their writing. In teacher-centered

education systems, it is only teachers' duty to give feedback to students and students are supposed to revise their papers accordingly. Matsumara and Hann (2004, as cited in Kutlu, 2013b) also put forward the idea that teachers are in charge of determining the right feedback methods for their classroom settings. It can be assumed that the teacher is also supposed to decide the appropriate feedback style for the students and this is usually teacher feedback which is given directly from teacher to the students but in some classes, other feedback types such as peer feedback are used as well.

2.4.2. Peer Feedback

Peer feedback is a process which students give feedback to each other's work by checking their writing papers, concentrating on grammar, syntax, relevancy, and coherence. Farrah (2012) states the following:

There are a number of terms that are used interchangeably and refer to peer feedback such as peer review and peer response, but all of them share the same idea where students offer constructive criticism after reading and evaluating each other's work. (p. 182)

It can be concluded that peer feedback might be named in different ways, but the main idea is students giving feedback to each other. Ahmadian, Yazani and Ebadi (2013, p. 220) state "peer feedback is the process in which students are required to give feedback to their peers through collaborative discussions, compared with teacher feedback in which the students receive feedback merely from the teacher." In line with these words, students study with each other communicatively and check each other's work carefully. Liu and Carless (2006) indicate that peer feedback includes efficient detailed interpretation. However, it does not have formal grades. This might ensure a good atmosphere in the class since it gives the students a chance to study collaboratively without giving grades. Therefore, they may feel free and the concentration will be on learning not getting marks. Ahmadian, Yazani and Ebadi (2013) state that the process of peer feedback requires a type of collaborative activity between the students also, the students need to interact in their social environment. This might also be a great assist for students since they can make use of this in their real life.

Peer feedback can let students study with the writing more efficiently because the students may learn from their friends' mistakes, and this may give them a self-

monitoring ability when they write their own papers. Thomas, Marting and Pleasants (2011) point out that peer feedback may help to become a good judge of themselves and this can let them monitor their own learning progress instead of considering their teachers for feedback. It can be said that with that activity, they may also learn the feedback criteria that they may benefit from when they write their own papers. Therefore, they will know which criteria they need to adjust. Falchikov (1986) reports that because of its nature, peer feedback enhanced the students autonomy and according to the students peer feedback is ‘challenging, useful and profitable, making them think more, learn more, and become more critical and structured. It might be very important for students to become more critical and structured because this may help them throughout their lives and of course making the students learn more could be one of the teachers’ most important objectives as language teachers.

Baierschmidt (2012) states that, effectiveness of peer feedback may change according to the cultural background of the students. In some cultures, it might be really difficult to give feedback to peers because students have always received feedback from their teachers and they have no experience for this procedure. It also requires confidence in language ability and also the person himself/herself. Aoun (2006) indicates that it could be suspicious about the validity of the evaluations by students who had the same English knowledge level with their peers. It might be asserted that students have the same information level and they may not detect any mistakes on their peer’s paper because they may lack necessary knowledge or experience to find the mistake on their peers’ paper. Therefore, a paper with a lot of mistakes may look a very reasonable paper to the students who may have such problem. Baierschmidt (2012) states the results of peer feedback preference as follows:

However, because lack of confidence in their own reliability as peer reviewers was cited as a reason for disprefering peer feedback, it is also possible that the raters’ lack of training in effective peer feedback techniques may have contributed to this preference. (p. 108)

Students may also lack confidence in their own feedbacks reliability and validity because they may think that they are not good enough to be able to give feedback to their peers. Also, some students may feel shy to criticize their peers as they may refrain

from being predisposed to anger to their peers or this might not be well approved by their cultures as well.

Blair, Curtis and McGinty (2013) point out that peer feedback connotes leaving transmission approach to another technique that includes discussion and reflection. It can be said that students need to discuss with their peers while giving feedback. Therefore, they need to feel free when they try to apply this process with their peers. This can be ensured by giving training about feedback sessions to the students and at the end of these sessions, they may understand the nature of this procedure is discussing and giving reflections to their peers. Şahin (2008) states that it can be questioned whether the peer feedback is really useful or these thoughts will simply be stamped out. It is also stated that students took courses about peer assessment and gained skills to be able to assess their peers

2.5. Socio-Cognitive Approach and Peer Feedback

Socio cognitive approach is one of the popular teaching theories of L2 teaching and there are numerous definitions for this method. Dillenbourg, Baker, Blaye, and O'Malley (2005) state that socio-cognitive approach consists of individual development in the environment of social interaction. It can be inferred that individual development is important for this theory but it occurs within social interaction. Social interaction is emphasized because of socio-cognitive approaches nature. Saad (2012) describes the relationship between socio-cognitive approach and peer feedback as follows:

Peer feedback is based on the socio-cognitive views which suggested that students will develop as writers more effectively as they engage in transactions over their own texts and the texts of others while negotiating real intentions with a real audience. (p. 15)

It can be said that peer feedback is based on socio-cognitive approach and it is one of powerful tools of this approach. Taking responsibility of giving feedback to their peers and being in interaction with other students might give the students a sense of responsibility, and with this duty, they may gain many good qualities. Farrah (2012) states the results of peer feedback as follows:

The results indicated that students viewed peer feedback as a worthwhile experience; it offered an opportunity for social interaction. It also improved students' writing skills. Furthermore, the technique enhanced students' critical thinking, confidence, creativity, and motivation. In addition, it helped in improving their assignments. The paper offers some recommendations. (p. 179)

It can be asserted that peer feedback may also offer a chance for social interaction because the students will need to interact with each other and talk to each other more than any other feedback types. Also, critical thinking ability of the students may develop thanks to peer feedbacks own nature because it lets students to think and create their ideas more. As students need to give feedback to their peers accurately, they need to focus on their assignments. Therefore, it can increase their motivation as well and let them work harder and harder to be able to apply the procedure successfully.

2.6. Students' Attitudes towards Writing

Writing is a complex skill and students are generally de-motivated or unwilling to develop this skill. If students have already a negative attitude towards learning something, it might be really difficult to change it. Petric (2002) states that students' perception is decided according to its outcome so students may need good experiences to develop a good attitude. It can be assumed that students need a good experience to change their opinion. Their belief about writing skill might improve if they experience the feeling of success. Therefore, they may develop a good attitude towards writing when they see its outcome after success. Tütüniş and Küçükali (2014) state that students feel anxious and they possess negative attitude towards writing skill in their classes. If the reason of negative attitude towards writing is investigated, one of the first reasons can be the producing something new. This is because producing something, even in native language might be very challenging for many people. Therefore, the idea of creating something new in a foreign language usually scares the students. Putting barriers into our learning might be very dangerous if students are supposed to learn something new and challenging. Therefore, it is aimed to trigger students desire to learn more about the writing skill. While assessing their peers, they will learn to work collaboratively meanwhile they learn required information about how to write a good paragraph in order to be able to assess their peers. This process may increase their

motivation and affect their attitudes towards writing in a good way. There have been a lot of researches about attitudes of students towards writing and the students who have strong motivation seem more successful. Tütüniş and Küçükali (2014) state that having writing skill proficiency is difficult in EFL classes as a result of the traditional writing conventions in writing classes. Students easily develop negative perception towards writing. Instead of applying traditional conventions, applying modern methods such as peer feedback may have a good effect on students' attitudes towards writing skill. Thanks to changing the attitudes of students towards writing, the success of the students might be increased as well. Petric (2002) states that it is the attitude which designates manner and this may also surface as an output for language learning.

2.6.1. Students' Attitude towards Feedback

Giving feedback to students is an important procedure in writing. Therefore, students' perception towards feedback might be very important for writing skill. Weaver (2006) states that giving feedback to students is an under-researched area; also, the students' perception towards feedback is not studied well. It can be assumed that more studies are needed about students' perception towards feedback because a writing session without feedback cannot be imagined and this may show the importance of this procedure. After her study, Weaver (2006) concluded that according to the students' responses, teacher feedback is more valued and his survey results reveal that students may need advice on understanding and using feedback to engage with it. It can be notified that students need assistance for an efficient usage of feedback. It is an important part of learning and they need to learn how to benefit from it completely. Also, it is clear that students highly respect their teachers' feedback and they have positive attitudes towards teacher feedback.

2.6.2. Students' Attitude towards Teacher Feedback

Teachers are regarded as the authority in the classroom setting and their comments, behaviors are highly respected by their students. Lounis (2010) states that the written feedback from the teacher is the most popular type and also it is the most anticipated and approved variety by students. In tune with these words, the teachers' feedback is expected by the students and their attitude is often positive towards it.

2.6.3. Students' Attitude towards Peer Feedback

Peer feedback is a new procedure for students and they might have different attitudes towards it. However, in our country, for many years, traditional teaching methods were used and the teachers were regarded as the main source for learning. Because of that students may feel uncomfortable about giving feedback to their peers. There have been some studies about this subject and similar reactions were recorded. Su (2011) states the following:

For another, students' attitude towards peer feedback is also a potential problem. In Chinese culture, the thought that teachers are the authorities who can and should give feedback is deeply rooted and students have already been used to it. Adopting peer feedback, they may doubt their own capacity to give comments since they are at a similar age and are lack of language ability, skills and experience compared to teachers. Such doubt and uncertainty may prevent them from making and using peer feedback. (p. 367).

It can be assumed that students' perception towards peer feedback might be problematic due to their accustomed way of learning. Students might get used to it by applying it to their writing sessions. Rahmat (2013) points out that the students were more connected to the activities because they were testing their own knowledge while they were giving peer feedback. Some students also regarded their peers as a worthy source of knowledge. It can be asserted that students' perception towards peer feedback might improve after the implementation of this procedure to their learning.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this thesis, it is aimed to investigate the influence of peer feedback on students' writing performance and their attitudes towards writing. This chapter consists of five sections that present the research design, participants of the study, data collection instruments, procedure, and data analysis. They are explained in detail to give a clear idea about the study.

3.2. Research Design

This study includes respectively a pre-test, a mid-test, and a post-test to be able to assess the students' writing performance before and after the peer feedback sessions. These tests provide numerical results of the students' performance. Because of that, quantitative research was used in this study. Aliaga and Gunderson (2000, as cited in Muijs, 2010) state "quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)' In order to understand the students' attitudes towards writing, attitude paragraph was preferred. Therefore, qualitative research was used as well. In reference to Creswell (1994) qualitative research means "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting"(p. 2). It can be understood that mixed research design is preferred in this study to show both concrete and qualitative data of the study. Johnson (2007, as cited in Joshi, 2013) defines the mixed research design as follows:

Mixed research paradigm is an intellectual and practical synthesis based on qualitative and quantitative research; it is accepted as the third research paradigm (along with the qualitative and quantitative research) and offers as a powerful choice that often the most informative, complete, balanced and useful research results. (p. 78)

3.3. Participants of the Study

The participants of the study were chosen from the researchers writing classes. Module system is used for preparatory classes at Toros University. There are 4 modules and each module lasts 8 weeks. Preparatory students have one-year intense English language education. They are required to finish the modules as B1+ students (Table 1) at the end of the year. The study was carried on the 3rd module so the students' level was B1. There were 9 male and 11 female students in the class.

Table 1

Module system at Toros University and its length and level category

Module name	Length	Level
1st module	8 weeks	A1
2nd module	8 weeks	A2
3rd module	8 weeks	B1
4th module	8 weeks	B1+

The students had 12 hours main course classes, 4 hours listening, 4 hours reading and 4 hours writing classes in a week. There were engineering, psychology, logistic and architecture department students in the chosen class. That was because preparatory classes included students from all departments. Main course and writing teachers were non-native teachers but reading and listening teachers were native teachers.

In this study, students' names are not given but they used nicknames instead to respect their right of anonymity. There were 20 students in this class.

3.4. Data Collection Instruments

Two different sources were used for data collection instruments in this study. These instruments are writing exam rubric and attitude paragraphs.

3.4.1. Writing Exams and Rubric

In order to understand the influence of peer feedback on students' writing performance, a pre-test was applied at the very beginning of the study. After 4 weeks, a mid-test, and also at the end of the study a post-test was applied to the students. In the first, mid, and post-tests, following questions were asked to the students to let them write an academic paragraph.

- 1- What are the effects of unemployment?
- 2- Compare and contrast young people and old people.
- 3- Classify the film types.

While assessing students' exams, a rubric was used. The rubric has been used at Toros University for 3 years and there are 6 categories to grade students' papers. The rubric included Relevancy, grammar, vocabulary, compositional organization 1, compositional organization 2, and coherence. Each part can be graded from 1 to 5 and total point is 30. Conversion table is used to convert 30 points to 100 point system.

3.4.2. Attitude Paragraph

At the beginning of the study, the students were asked to write a paragraph about their attitudes towards writing. Their paragraphs were written in their native language in order to let them emphasize their thoughts without any limitation. The attitude paragraph question (see Appendix 2) is given as following;

- 1) What do you like about writing and writing class? Why? What do you dislike about writing and writing class? Why?

At the end of the study, the students were asked to write an attitude paragraph again.

3.5. Procedure of the Study

The study lasted around 10 weeks. First of all, the researcher presented the 3 chapter defense to the committee and then the researcher got the required permission from Toros University preparatory school coordinators. Cooperative learning environment was supplied to the students in order to settle the natural background of peer feedback since it requires a lot of communication, and cooperation. There were 4 modules at Toros University preparatory school program and each module consisted of

8 weeks. The study was applied in module 3 and it lasted 8 weeks because of the nature of the modules. At the beginning of the module, the students had a pre-test and they also wrote an attitude paragraph about their attitudes towards writing skill in their native language. The process began with usual writing classes with only teacher feedback for 4 weeks. The researcher did not correct the papers but used correction symbols only and the students had learnt the meaning of these symbols in the previous modules. Therefore, the students corrected their papers themselves after seeing the symbols on their papers. After that, the students had a mid-term exam and the results of pre and mid-term exams were compared to investigate the effects of the teacher feedback on students' writing skill. In the last 4 weeks, the peer feedback process began and the students gave feedback to each other's work. At the end of the 8th week, the students had a post-test and they wrote an attitude paragraph again about their attitudes towards writing skill in their native language. Those 3 tests were compared with each other in order to understand the effects of teacher and peer feedback on students' writing performance. All of the exams were graded by two different graders. If there were only three discrepancies, simply the average of the two grades is taken but if there were more than three discrepancies, a third grader graded the paper again. After that, the results of the pre-test, mid-test and the post-test exams were compared by using T-test to find out the influence of the peer feedback and teacher feedback on students' writing skill.

3.6. Data Analysis

Data analysis is one of the most important parts of the study as it shows the results of the procedure. T-test was used to analyze the pre, mid and post-tests. For the analysis, SPSS which is one of the most common and widely used for statistical analysis was used. SPSS was also a key factor to evaluate the reliability of the tests. Thanks to the analysis results, the researcher was able to compare the tests and see the results. For the attitude analysis, the researcher used content analysis to analyze the attitude paragraphs. The researcher studied on the pre and post attitude paragraphs very carefully and grouped the students as students with negative and positive attitudes towards writing. Also he grouped most frequently used adjectives or statements under the specific names. After these procedures, the researcher was able to write comments about the findings.

CHAPTER IV

4. DATA ANALYSIS AND RESULTS

4.1. Introduction

This chapter presents the findings and analysis of the study. The analysis include the data obtained from pre, mid, and post-tests, and attitude paragraphs. Content analysis was utilized to analyze the data of attitude paragraphs. T-test was administered to analyze the numerical results of pre, mid, and post-tests. The findings and the analysis are discussed below:

4.2. The Effects of Peer Feedback on Students' Writing Performance

This analysis is based on the first research question: Does the peer feedback affect students' writing performance? Pre, mid, and post tests were implemented to the students in the study process. These tests were graded by two different graders. Interrater reliability for the three tests (pre-, mid-, and post-tests) was calculated to check the consistency between the two raters and presented in Table 2, 3, and 4 respectively. As seen in these tables, the correlation coefficients for all the tests can be accepted to be high (pre-test as .96; mid-test as .78; post-test as .86).

Table 2

Reliability between 1st and 2nd graders for pre-test

Correlations			
		pre1	pre2
pre1	Pearson Correlation	1	,964**
	Sig. (2-tailed)		,000
	N	20	20
pre2	Pearson Correlation	,964**	1
	Sig. (2-tailed)	,000	
	N	20	20

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

Table 3*Reliability between 1st and 2nd graders for mid-test*

Correlations			
		mid1	mid2
mid1	Pearson Correlation	1	,783**
	Sig. (2-tailed)		,000
	N	20	20
mid2	Pearson Correlation	,783**	1
	Sig. (2-tailed)	,000	
	N	20	20

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

Table 4*Reliability between 1st and 2nd graders for post-test*

Correlations			
		post1	post2
post1	Pearson Correlation	1	,860**
	Sig. (2-tailed)		,000
	N	20	20
post2	Pearson Correlation	,860**	1
	Sig. (2-tailed)	,000	
	N	20	20

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

This finding is important for this study as the writing assessment results of the study are based on a subjective evaluation and these results are used to answer the first research question. Then it is possible to state that there is no researcher bias on the assessment results of the students.

The students' performance is compared according to pre-, mid-, and post-tests. According to the t-test, the findings are given in Table 5, 6, 7, 8, 9, and 10:

Table 5*Mean difference between pre and mid-tests*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	20	70,1500	21,51688	4,81132
Mid-test	20	79,1500	11,26371	2,51864

Table 6*Paired Sample Test*

Paired Samples Test										
		Paired Differences					t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre-test – mid-test	-9,00000	22,43353	5,01629	-19,49921	1,49921	-1,794	19	,089	

As it is reported in the Table 5, the mean average increased from 70.15 to 79.15. It is clear from the table that the teacher feedback was effective to improve the students' writing performance. However, the finding of Table 6 shows that there is not a statistically significant difference between pre-test and mid-test ($p > 0.05$). In other words, the teacher feedback served its purpose. On the other hand, as it is a case study, there might be other factors for that improvement, too.

Table 7*Mean difference for mid and post-tests*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Mid-test	20	79,1500	11,26371	2,51864
Post-test	20	80,8000	11,72312	2,62137

Table 8*Paired Samples Test*

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Mid-test – post-test	-1,65000	10,34802	2,31389	-6,49302	3,19302	-,713	19	,484

As it can be seen in Table 7, there is a slight increase from 79.15 to 80.8 between mid and post-tests. This shows that peer feedback is not as effective as the teacher feedback to increase the students' writing performance. As it is reported in the table 8, there is no statistically significant difference between mid-test and post-test ($p>0.05$).

Table 9*Mean difference between pre and post-tests*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	20	70,1500	21,51688	4,81132
Post-test	20	80,8000	11,72312	2,62137

Table 10*Paired Samples Test*

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – post-test	-10,65000	22,01022	4,92164	-20,95110	-,34890	-2,164	19	,043

According to the Table 9, the mean average increased from 70.15 to 80.80. This is a quite significant difference for the study. It can be stated that from the beginning of the study to the end, the students' performance improved very well. Also according to the Table 10, there is a statistically significant difference between pre-test and post-test ($p=0.43$).

In line with these findings, it can be concluded that the peer feedback or teacher feedback are not statistically significant when they are given to the students separately. They are statistically significant on condition that the two techniques of feedback are used as supplementary feedback techniques. Nevertheless, the teacher feedback is more powerful on writing performance of prep class students according to the findings of this case study.

4.3. The Role of Peer Feedback on Students' Attitudes toward Writing

Content analysis was used to analyze the pre-attitude and post-attitude paragraphs. At the beginning of the study, the students were asked to write a paragraph about their attitude towards writing skill; they were asked to answer these questions Do you like writing? Why? Do you dislike writing? Why? After the study, the students were asked to write the same paragraph to see whether the students changed their attitudes.

Twenty students wrote the pre-attitude paragraphs and nine of the students stated that they liked writing. Five of the students stated that they did not like writing. There were also some other answers like "I do not like writing, but I have to like it". Also, three students were not sure whether they liked the writing skill or not. After eight weeks, the students wrote the attitude paragraph again and the number of the students who liked the writing skill increased noticeably. This time, 17 students stated that they liked the writing skill so this shows that eight students changed their attitude towards writing skill positively after the study. Only one student stated that he/she did not like the writing skill. The number of the students who stated that they did not like the writing skill but they had to like it did not change, there were still two students who thought same as before.

Students' answers were also analyzed to discover the reasons for their attitudes. Table 14 reveals students' reasons for their positive attitudes towards writing skills at the beginning of the study.

Table 11

The reasons why the students liked writing skill from pre-attitude paragraph

Why do you like writing?	Frequency
Developing English	6
Helping for daily life English	1
Helping to improve grammar	3
Learning vocabulary	7
Self discovery	1
Learning sentence structure	3
Developing other skills as well	2
Useful for future professional life	1
Self expression	2

The most common reason for having positive attitude towards writing was learning new vocabulary. The students thought that in order to write a good paragraph they needed to learn new words and when they used these words in their writing, they learnt them very well. Following examples are student's comments about this issue:

ST1: *Hergün yeni kelimeler, yeni cümleler kullanarak gelişmemizi sağlıyor. (It provides us to develop our writing skill by using new words and sentences.)*

ST2: *Yazdıkça kendimi çok geliştiriyorum ve daha çok kelime öğreniyorum. (I develop myself and learn more vocabularies when I write more and more.)*

ST3: *Bir şeyler yazarak daha kolay öğreniyorum kullandığım kelimeler aklımda kalıyor. (I learn easier by writing something. I remember the words I use easily.)*

ST5: *Bu dersle kelimelerle aram daha iyi oldu. (I have a better relationship with words with this lesson.)*

ST7: *Yazı yazınca kelime bilgim gelişiyor. (My vocabulary develops when I write.)*

ST11: *Kelime hazneye büyük derecede katkı sağlıyor. (It contributes to my vocabulary.)*

ST16: *Kelime kullanabilme kabiliyetimin geliştiğini düşünüyorum. (I believe that my ability to use vocabulary has developed.)*

It is clear from the comments that students thought that writing skill has developed their vocabulary. As it is seen from ST1' expression, when they write, they can keep these new vocabulary in their mind and learn more new words easily.

Another popular reason for having positive attitude towards writing skills was developing English. Six students thought that when they wrote something, they could learn new words, new grammar rules so they developed their general English knowledge. Following are some examples from students:

ST1: *Yeni kelimeler, yeni cümleler oluşturarak seviyemizi geliştirmemizi sağlıyor. (It provides us to develop our level by creating new sentences.)*

ST2: *Bu dersin dili geliştirmede en çok yararlı ders olduğuna inanıyorum. (I believe that this lesson is the most useful lesson to develop the language.)*

ST3: *Bir şeyler yazarak bu dili daha kolay öğreniyorum. (I learn this language easier by writing something.)*

ST5: *Yazma dersi benim ingilizce bilgimi arttırdı. (Writing class increased my English knowledge.)*

ST11: *Yazı yazmayı seviyorum çünkü beni geliştirdiğini düşünüyorum. İngilizce öğrenmemde çok kolaylık sağlıyor. (I like writing because I think it develops me. It facilitates learning English for me.)*

ST18: *Paragraf yazarken öğrenmiş olduğum konuları tekrar etmiş oluyorum. (I reinforce the topics when I write a paragraph.)*

3 students thought that writing skill helped them to improve their grammar knowledge because they made grammar mistakes when they wrote something and after that, they learnt the correct rules when they got feedback from their teachers. Following examples are students' opinions:

ST3: Dilbilgisi dersinde öğrendiğim kuralları bu derste cümle kurarak daha iyi öğreniyorum. (I learn the rules which I learnt in grammar class better by creating sentences.)

ST7: Bu dersle beraber öğrendiğim dilbilgisi konularını geliştirdim. (With this lesson, I developed the grammar subjects that I had learnt.)

ST11: Paragraf yazarken öğrendiğimiz tüm dilbilgisi konularını tekrar ediyorum. (I regurgitate all the subjects that I had learnt before with this lesson when I write a paragraph.)

Writing lesson starts with teaching sentence structure and it is an important subject to learn for the students. In order to write a good paragraph, students try to learn how to write correct sentences. Most of the students still had sentence structure problems even though they had first started learning how to write a sentence at the beginning of the year. Some students stated that they could learn sentence structure thanks to the writing skill. Following statements are students' opinions about this matter:

ST3: Bu dersle cümle kurmayı öğreniyorum. (I learn sentence structure with the help of this lesson.)

ST5: Daha rahat cümle kurabiliyorum ve okuduklarımı anlayabiliyorum writing sayesinde. (I can write sentences easily and understand what I read thanks to the writing.)

ST16: Kelimeleri kullanabilme kabiliyetimin arttığını düşünüyorum. (I think that my ability to use the words has increased.)

For the post-attitude paragraph, eight students changed their mind and totally 17 students stated that they liked writing skill. Each student had 12 reasons with 39 frequencies for their positive attitude towards writing skill. These reasons are given in Table 9.

Table 12

The reasons why the students liked writing from post-attitude paragraph

Why do you like writing?	Frequency
Developing general English	4
Developing vocabulary knowledge	6
Developing grammar	6
Useful for future life	2
Self expression	4
Developing sentence structure	2
Thanks to peer feedback I like writing	2
I could monitor my weak points	4
Let me have practicality	1
I feel stronger	1
Self development	1
Thanks to my teacher I liked it	6

It is clear from the tables that most of the students had positive attitude after the study and peer feedback had a good impact on students' attitude towards writing skill. With the help of peer feedback, the students found the writing skill more beneficial for them. They thought that it developed some other points such as developing their grammar, and vocabulary knowledge. Students mostly thought that they could develop their vocabulary thanks to writing. Their comments are given below:

ST2: *Yazma dersini seviyorum çünkü dilimi geliştirmemi sağlıyor ve bana daha çok kelime kazandırıyor. (I like writing lesson because it develops my language and it provides me more vocabulary.)*

ST3: *Yazma dersini seviyorum çünkü yazarken bir çok şey öğreniyorum. Yazarak daha çok kelime öğreniyorum. (I like writing lesson because I learn a lot of things. I learn more vocabulary by writing.)*

ST5: *Yazma dersi bana kelime dağarcığı yönünden gözle görünür bir yarar sağladı. (Writing lesson provides me a significant profit in terms of vocabulary.)*

ST14: *8 haftanın sonunda gramer hatalarımı düzelterek kelime hazinem geliştirdim. (At the end of the eighth week, I corrected my grammar mistakes and developed my vocabulary.)*

ST16: *Kelime hazinemizin bu ders sayesinde geliştiğini düşünüyorum. (I believe that our vocabulary has developed thanks to this lesson.)*

ST20: *Bu ders sayesinde kelime bilgimin arttığına inanıyorum. (I believe that my vocabulary has increased thanks to this lesson.)*

As it is seen from the students' comments, they believe that writing skill developed their vocabulary knowledge. Similar to the pre-attitude paragraph, there were similar reasons with similar numbers for having positive attitude towards writing skill. However, there were some new reasons for having positive attitude. These new reasons are given below:

ST9: *Akran dönütü faydalı bir tekniktir. Bunun sayesinde bir çok şey öğrendim ve yazma dersini sevdim. (Peer feedback was a useful technique. I learnt a lot of things and I liked writing lesson thanks to it.)*

ST11: *Arkadaşlarımızla birbirimizin kağıdını okuduğumuzda onların yanlışlarını görerek doğrularımın farkına varıyorum ya da onların doğrularını grup kendi yanlışlarımı düzeltme fırsatını yakalıyorum bu bana yazma dersini sevdirdi. (When we read each other's paper with our friends, I realize my corrects by seeing their mistakes or I have a chance to correct my mistakes by seeing their corrects and this endears me writing.)*

As it can be seen from ST9 and ST11's expression one of the new reason for having positive attitude towards writing was peer feedback. They thought that they liked the writing skill because they saw their mistakes and learnt from them thanks to the peer feedback process. There were also other new reasons such as "I could monitor my weak points", "let me have practicality", "I feel stronger", "thanks to my teacher I liked it" These expressions are given below:

ST20: *Yazma dersinde yanlışlarımı görebiliyorum. (I can monitor my mistakes in writing lesson.)*

ST3: *Bu derste hatalarımı group düzeltiyorum. (I see and correct my mistakes in this lesson.)*

ST18: *Şu an yazma sayesinde kendimi daha güçlü hissediyorum. (I feel stronger thanks to writing now.)*

ST3: *Hocamızın uyguladığı ders anlayışıyla yazma dersine ilgi duydum. (Because of our teachers teaching style, I gave importance to writing lesson.)*

ST1: *Yazma dersi bana pratiklik kazandırdı artık daha hızlı ve rahat yazı yazabiliyorum. (Writing lesson redounded me practicality. I can write faster and easier now.)*

Table 13

The reasons why the students had negative attitude towards writing skill from pre-attitude paragraph

Why do you dislike writing?	Frequency
Do not know what to write	2
Do not like strict rules	2
Having insufficient vocabulary knowledge	4
Sentence structure problem	1
It is difficult	2
Prefers speaking than writing	1
Grammar problem	1

Some of the students had negative attitude towards writing. Most common reason for having negative attitude was having insufficient vocabulary knowledge. These comments are given below:

ST4: *Yazı yazma dersinde çok zorlanıyorum bunun en büyük nedeni de kelime hazinem geniş olmaması. (I have difficult times in writing lesson and the most important reason is I have no wide vocabulary knowledge.)*

ST17: *Benim başka sorunum kelime dağarcığımın az olduğu için kendimi ifade etmekte zorlanıyorum. (My other problem is that my vocabulary knowledge is quite little so I have difficult time to express myself.)*

ST14: *Yazı yazma dersini sevmememin bir başka nedenide yeteri kadar kelime bilmemem. (Another reason why I do not like writing is that I do not have enough vocabulary knowledge.)*

ST6: *Kelime bilgim çok az ve bunu geliştirmek zorundayım. (My vocabulary knowledge is very little and I have to develop it.)*

Another popular reason for having negative attitude is having difficult time to create ideas and put them in a text. These reasons are given below:

ST7: *Sınavlarda ne yazacağımı bilmiyorum çünkü aklıma hiç bir şey gelmiyor. (I do not know what to write in the exams because I do not elude anything.)*

ST17: *Yazı dersi benim için çok zor geçiyor çünkü yazacak hiç bir şey bulamıyorum. (Writing lessons are very difficult for me because I cannot find anything to write.)*

Also some students stated that they did not like strict rules while writing something. These reasons are given below:

ST19: *Kalıplarla ve sıkı kurallarla yazı yazmayı sevmiyorum. (I do not like writing with strict rules and outlines.)*

ST9: *Kalıplarla yazı yazmak bana göre değil bundan dolayı sevmiyorum. (Writing according to outlines is not for me so I do not like it.)*

There are some other reasons such as “it is difficult”, “having grammar problem”, “prefer speaking than writing” They are also given below:

ST9: *İngilizce yazı yazmak her zaman bana bir yük olmuştur bana göre çok zor. (Writing has always been a burden on me. It is very difficult for me.)*

ST14: *Gramer bilgilerimi kağıda yansıtamadığım için yazı yazmaktan soğuyorum. (As I cannot apply my grammar knowledge to my paper, I am alienated from writing.)*

ST12: *Yazı yazmaktan nefret ediyorum çünkü olayları yazmak yerine canlı canlı yaşayarak anlatmayı seviyorum. (I hate writing because I prefer speaking the events live instead of writing.)*

Table 14

The reasons why the students had negative attitude towards writing skills from post-attitude paragraph

Why do you dislike writing?	Frequency
It could be more enjoyable	1
I do not like it	1

It can be pointed out from the Table 16 and Table 17 that the students' reasons to have a negative attitude towards writing skill decreased dramatically. The most common reason to have a negative attitude towards the writing skill was; insufficient vocabulary knowledge. In the post-attitude paragraph, there were only two reasons to dislike the writing skill. These reasons are given below:

ST9: *Yazı yazmayı hala sevmiyorum ama bunu yapmaya mecburum. (I still do not like writing but I have to do it.)*

ST6: *Yazı yazma dersi derslerden en zor olanıve bence sıkıcı biraz daha eğlenceli olabilirdi. (writing is the most difficult lesson and I think it is a little boring. It could be more enjoyable.)*

It can be said that the influence of peer feedback was effective enough to decrease the reasons for having negative attitude towards writing skill. There were only 2 students with negative attitude towards writing and It can be said that the number

decreased dramatically. The students liked the peer feedback a lot and they expressed their opinions as follow:

ST2: *Arkadaşlarımın hatalarımı görüp düzeltmesi benim için avantaj oluyor ve o hataları tekrar yapmıyorum. (My friends' checking my mistakes is an advantage for me. I see these mistakes and I do not do these mistakes again.*

ST3: *Sınıfta birbirimizin yazdığı paragrafları kontrol ederek dersi daha verimli geçirdik. Benim için en eğlenceli ve verimli geçen dersti. (We carried through the lessons more useful by checking each other's' papers. It was the most efficient lesson for me.)*

ST8: *Arkadaşlarımızın hatalarını bulmamız kişisel gelişimimize daha fazla katkı sağladı. (Finding our friends' mistakes and correcting them contributed more to our personal development.)*

ST14: *Ders içinde yaptığımız akran dönütü sayesinde hatalarımın farkına vardım. (Thanks to the peer feedback procedure that we did in the class, I realized my mistakes.)*

ST16: *Akran dönütü sayesinde kendimi arkadaşlarıma karşı ifade ederken daha özgür hissediyorum. (Thanks to the peer feedback, I feel more independent towards my friends while expressing myself.)*

As it can be concluded that the students liked the peer feedback procedure a lot. They founded the peer feedback very useful and they thought that they learnt a lot thanks to it. Most of the students who had negative attitude towards writing skill changed their ideas positively and only two students had negative attitude at the end of the study. This is a very powerful result and it is clear from these findings that peer feedback changed the students' attitudes positively towards the writing skill.

CHAPTER V

5. CONCLUSION AND IMPLICATIONS

This chapter presents a summary, discussions, review of the results and research question one and two, There are also suggestions for further studies about this study.

5.1. Summary of the Study

This study aimed to investigate the influence of peer feedback on students' writing performance and their attitudes towards writing. 20 students from preparatory class of Toros University joined this study and it lasted eight weeks. Quantitative research design was preferred for the numerical results of the pre-, mid-, and post-tests which aimed to assess the effect of both teacher and peer feedback on students writing performance. Also qualitative research design was preferred to understand the students' attitude towards writing skill before and after the study.

5.2. Review of the Results – Research Question 1

One of the aims of the study was to find out the influence of peer feedback on students' writing performance. The research question was:

- 1- Does peer feedback affect students' writing performance?

The students at Toros University received mainly teacher feedback and they had never applied peer feedback before. They had learnt how to write a paragraph and they were ready to write different paragraph types such as reason, effect, and compare-contrast paragraphs. The students had a pre-test to be able understand their writing competency before the study. The mean for the pre-test was 70.15. For the first four weeks, the researcher had ordinary teaching classes with only the teacher feedback. Half of the students were enthusiastic to write new paragraph types, but there were also some unwilling students in the class as well. Instead of reading the papers and writing correction symbols alone, the researcher preferred to sit with each student and give them feedback directly. That was to prevent the students throwing away their papers without checking their mistakes. At the same time, they had also a chance to listen to their teacher and learn from their mistakes directly. The students were quite happy to

get the feedback from the teachers directly and most of them appreciated this technique a lot. After the four weeks, the students had a mid-test and the mean of the mid-test was 79.15. There was a significant increase between these two tests and it can be understood that teacher feedback was quite efficient for the students. At the fifth week, the students learnt how to give feedback each other and they read each other's papers. At the beginning, most of the students did not trust their friends as they thought that their friend might not have enough knowledge or experience to give feedback to their papers. After a few peer feedback sessions, they both gave and received peer feedback from their peers and they realized that they learnt a lot in that procedure. Some students gave wrong feedback to their peers, but their friends warned them and explained it with the reasons to their peers. Thanks to that, both of the students learnt or reinforced the subject which might be more permanent than any other subjects they had learnt before. The students had a post-test at the end of the study and the mean of the post-test was 80.80. The difference between mid-test and post-test was not very high but it was still a meaningful difference. It can be concluded that the teacher feedback had a great effect on students' performance and the students benefited from teacher feedback very well. Lounis (2010, p. 2) states "The teachers' feedback to students' writing is undeniably a key component part of the process of writing." At the same time, peer feedback was also useful for the students and the students' performance increased after the peer feedback procedure. Farrah (2012, p. 199) also states "the results of this study indicated the positive effects of the use of peer feedback in writing classes to enhance students' motivation and improve their writing skills." However, peer feedback was not as beneficial as teacher feedback in this study as it can be also understood from the means of pre-, post-, and post-tests. However, it was a case study so there might be some other factors that effects the students' performance.

5.3. Review of the Results – Research Question 2

Another aim of the study was to investigate the influence of peer feedback on students' attitudes towards writing skill. The research question was:

2- What is the role of peer feedback on students' attitudes toward writing?

Half of the students had positive attitude towards writing skill and there were some students who had negative attitude or felt that they had to like writing skill since

they had to pass the preparatory class. The students had nine different reasons to like the writing skill. Attitude is a very important in language learning. Therefore, a technique which affects the students' attitude towards learning a skill positively might be stated as an important tool in language learning. After the study, it can be seen that almost all of the class had positive attitude towards writing skill. The students received feedback from their teachers since they started learning English. Lounis (2010) reports that teacher feedback is the most popular feedback type. The only difference was having peer feedback sessions for these students. After the study, it is clear that most of the students had positive attitude. Most of the students stated that they learnt a lot of things while giving feedback to their peers and this process developed their writing skill a lot so it can be stated that peer feedback has positive effect on students' attitudes towards writing skill. Farrah (2010) reports that peer feedback increased the students' motivation and also developed students' writing skills.

5.4. Suggestions for further Research

This study lasted 8 weeks. A study which will take longer might support the findings of this study. Longer studies might have more useful results

It was a case study which means that there was only one class to observe and get the findings from. In order to crosscheck the findings of this study, an experience study might be a good idea for a future study. There should be more studies to support the idea that peer feedback effects writing skill positively. Rahmat (2013) states the following:

Hence, it is not enough to have conviction from the teachers and students that peer feedback is effective in enhancing learning. Teachers and students must have the commitment to use peer feedback consistently, over a substantial period of time and make it the teaching and learning culture. (p. 291)

20 students participated to this study so another suggestion might be having more participants for the study as it might supply more data that might inform different and useful information.

Also, a further study might be on different level classes so that the data from different level students can be compared and it might give very important data about peer feedback.

6. REFERENCES

- Ahmadian, M., Yazdani, H., & Ebadi, S. (2013). On the effects of peer feedback and teacher feedback on Iranian English Language learners, writing ability, *International Journal of English Language and Literature Studies*, 2(4), 220-238.
- Alves, A. R. (2008). Process writing. Retrieved from: <http://www.birmingham.ac.uk/Documents/collegeartslaw/cels/essays/language-teaching/AReisAlvesProcessWritingLTM.pdf>
- Aoun, C. (2008). Peer-assessment and learning outcomes: product deficiency or process defectiveness? Retrieved from www.iaea2008.cambridgeassessment.org.uk/ca/.../180447_
- Baierschmidt, J. (2012). Japanese ESL learner attitudes towards peer feedback. *Kanda University Bulletin*, 24, 101-114.
- Blair, A., Curtis, S., & McGinty, S. (2013). Is peer feedback an effective approach for creating dialogue in politics & quest. *European Political Science*, 12(1), 102-115.
- Cadet, K. (2009). *The use of personal writing as the initiative in academic writing*. Doctoral dissertation, Srinakharinwirot University.
- Chan J. C. & Lam. S. F. (2010). Effects of different evaluative feedback on students' self-efficacy in learning. *Instructional Science*, 38 (1), 37-58.
- Chappuis. J. & Chappuis. S. (2002). *Understanding school assessment: A parent and community guide to helping students learn*. Oregon: Assessment Training Institute Inc.
- Cooper, M. M. (1986). The ecology of writing. *College English*, 48 (4), 364-375.
- Creswell, J. W. (1994). *Research design qualitative & quantitative approaches*. Thousand Oaks: Sage Publications.
- Dawes, L. (2014). Organizing effective classroom talk. In T. Cremin & J. Arthur (Eds.) *Learning to teach in the primary school*. Routledge.

- Dillenbourg, P., Baker, M., Blaye, A. & O'Malley, C. (1995). The evolution of research on collaborative learning. In E. Spada & P. Reiman (Eds) *Learning in Humans and Machine: Towards an interdisciplinary learning science* (pp. 189-211) Oxford: Elsevier.
- Earl, S.E. (1986). Staff and peer assessment-measuring an individual's contribution to group performance. *Assessment and Evaluation in Higher Education*, 11, 60-69.
- Falchikov, N. (1986). Product comparisons and process benefits of collaborative peer group and self assessments. *Assessment and Evaluation in Higher Education*, 11(2), 146-166.
- 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.
- Freeman, M. (1995). Peer assessment by groups of group work. *Assessment and Evaluation in Higher Education* 20, 289-300.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Garrison, C. & Ehringhaus, M. (2007). Formative and summative assessments in the classroom. Retrieved from <http://www.amle.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>
- Gömlüksiz, M. N. (2001). The effects of age and motivation factors on second language acquisition. *Firat University Journal of Social Science*, 11(2), 217-224.
- Gümüş, Ö. (2002). Teachers' attitudes and understandings about process writing. *Writing*, 25, 407-430.
- Hirai, M. (2002). Correlations between active skill and passive skill test scores. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 6 (3). http://jalt.org/test/hir_1.html (accessed 19/03/08).

- Huang, M. C. (2004). *The use of process writing and Internet technology in a Taiwanese college English writing class: A focus on peer reviews*. Doctoral dissertation, The Pennsylvania State University.
- Hyland, K. & Hyland, F. (2006). Contexts and issues in feedback on L2 writing: An introduction. *Feedback in second language writing: Contexts and issues*, 1-19.
- Jenks, C. J. (2003). *Process writing checklist*. Retrieved from: <http://files.eric.ed.gov/fulltext/ED479389.pdf>
- Joshi, S. (2013). Mixed research paradigm: A parsimonious approach. *Journal of Institute of Medicine*, 35(1), 78-81.
- Kutlu, Ö. (2013a). Using technology for developing writing in an ESP class. *Procedia-Social and Behavioral Sciences*, 70, 267-271.
- Kutlu, Ö. (2013b). An action research: Instruction videos for developing writing skills of prep students. *Proceedings of International Conference the Future of Education*.
- Lange, K. (2011). *Scientific explanations peer feedback or teacher feedback*. Doctoral dissertation, Arizona State University.
- Liu, N. F. & Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher Education*, 11(3), 279-290.
- Lounis, M. (2010). *Students' response to teachers' feedback on writing*. Retrieved from: <http://www.umc.edu.dz/buc/theses/anglais/MAH1104.pdf>.
- Muijs, D. (2010). *Doing quantitative research in education with SPSS*. Sage Publications.
- Onozawa, C. (2010). A study of the process writing approach. Retrieved from: <http://www.kyoai.ac.jp/college/ronshuu/no-10/onozawa2.pdf>
- Petric, B. (2002). Students' attitudes towards writing and the development of academic writing skills. *Writing Center Journal*, 22 (2), 9-27.

- Rahimi, M. (2009). The role of teacher's corrective feedback in improving Iranian EFL learners' writing accuracy over time: Is learner's mother tongue relevant? *Reading and Writing*, 22 (2), 219-243.
- Rahmat, R. B. (2013). *Peer feedback: A case study of assessment for learning in a Singaporean classroom*. Retrieved from: <http://worldconferences.net/journals/gse/GSE%205%20ROZI.pdf>
- Saad, S. (2012). Peer editing as a pedagogical alternative to traditional writing Classroom. *Voice of Academia*, 7 (1), 34-50.
- Sari, S. P. (2013). The effectiveness of using a short movie video entitled "partly cloudy." as a media to improve students' skill in writing a narrative text at the first grade students of SMA Walisongo Semarang in Academic 2012/2013. Retrieved from: <http://library.ikipgrismg.ac.id/docfiles/fulltext/d262df7b28e4dd05.pdf>
- Seow, A. (2002). The writing process and process writing. In J. C. Richards (Eds.) *Methodology in language teaching: An anthology of current practice* (pp. 315-320). Cambridge University Press.
- Su, Z. (2011). Peer feedback: A new approach to English writing instruction in a Chinese college setting. *Sino-US English Teaching*, 8 (6), 364-368.
- Şahin, S. (2008). An application of peer assessment in higher education. *Turkish Online Journal of Educational Technology*, 7 (2).
- Tangpermpoon, T. (2008). Integrated approaches to improve students writing skills for English major students. *ABAC journal*, 28 (2), 1-9.
- Thomas, G., Martin, D., & Pleasants, K. (2011). Using self-and peer-assessment to enhance students' future-learning in higher education. *Journal of University Teaching & Learning Practice*, 8 (1).
- Tunstall, P., & Gipps, C. (1996). Teacher feedback to young children in formative assessment: A typology. *British Educational Research Journal*, 22 (4), 389-404.

- Tütüniş, B. & Küçükali, S. (2014). The impact of creative writing on foreign language (English) proficiency development. *International Online Journal of Education and Teaching/ISSN: 2148-225X*, 1 (2).
- Unger, J. & Fleischman, S. (2004). Research matters/is process writing the "write stuff" *Writing*, 62 (2).
- Williams, Jason Gordon. (2003). Providing feedback on ESL students' written assignments. *The Internet TESL Journal*, 9 (10).
- Weaver, M. R. (2006). Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*, 31 (3), 379-394.
- Yang, L. (2013). Research on the application effect of process teaching method based on ahp and fuzzy comprehensive evaluation. In *2nd International Conference on Management Science and Industrial Engineering (MSIE 2013)*. Atlantis Press.