# THE EFFECT OF WEB 2.0 TOOLS ON TURKISH EFL STUDENTS' PEER REVIEW TYPES, ATTITUDE AND WRITING PERFORMANCE

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**JANUARY 2020**

# THE EFFECT OF WEB 2.0 TOOLS ON TURKISH EFL STUDENTS' PEER REVIEW TYPES, ATTITUDE AND WRITING PERFORMANCE

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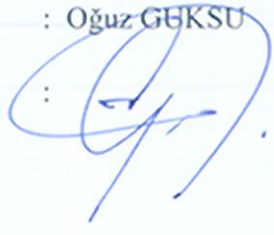
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## ABSTRACT

THE EFFECT OF WEB 2.0 TOOLS ON TURKISH EFL STUDENTS' PEER REVIEW TYPES, ATTITUDE AND WRITING PERFORMANCE.

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Technological tools have become popular in the field of education lately and there was and there have been several studies conducted on the effect of technology on language learning environment. On the other hand, peer feedback has become an important part of the writing performances of the learners, and how and where they provide feedback is still a question. With this in mind, this study focuses on the effect of Web 2.0 tools and peer feedback types of students, and aims to see the difference in their writing performances. The present study was conducted with 40 participants and they were divided into 2 groups as the experimental group and the control group at a state university in Turkey. The experimental group students used Web 2.0 tools for their writing assignments throughout the research period and provided feedback on their peers' writings. On the other hand, the control group students used pen and paper for writing assignments and responded to their peers with the same tools. The results of the study showed that while the experimental group students responded more to content issues such as topic sentence, supporting sentences, unity, the control group students gave more importance to local issues such as sentence structure, spelling and punctuation. On the other hand, it was aimed to see the difference of the writing performances of the students; however, there was no statistically significant difference between the experimental group and the control group at the end of the research period.

Finally, both groups' students indicated in the interviews that most of the students found peer feedback process beneficial for their writing performances, while the experimental group students seemed to enjoy using Web 2.0 tools for the process.

**Key words:** Web 2.0 Tools, Peer Feedback, Feedback, Feedback Types, Writing

# ÖZ

WEB 2.0 ARAÇLARININ YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİNİN VERDİKLERİ DÖNÜT TÜRLERİ, TUTUMLARI VE YAZMA BECERİLERİNİN GELİŞİMİNE ETKİSİ

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Son zamanlarda teknolojik araçların kullanımı eğitim alanında popülerlik kazandı. Teknolojinin dil öğrenimine etkisi üzerine de bu bağlamda pek çok çalışmalar yapıldı. Akran dönütü diğer yandan öğrencilerin yazma becerilerindeki başarıları üzerinde önem taşımaya başladı, fakat öğrencilerin nasıl ve neye dönüt verdikleri hala tam olarak açıklanamadı. Buna istinaden mevcut çalışma, Web 2.0 araçları ve akran dönüt türleri üzerine yoğunlaşıp yazma becerilerindeki farkı görmeyi amaçlamaktadır. Mevcut çalışma, Türkiye'de bir devlet üniversitesinden 40 katılımcıyla gerçekleşmiştir ve katılımcılar deney grubu ve kontrol grubu olmak üzere iki eşit gruba bölünmüşlerdir. Deney grubu öğrencileri araştırma süresi boyunca yazma ödevleri için Web 2.0 aracı kullanıp, bu araç ile akranlarının yazılarına dönütler vermişlerdir. Diğer yandan kontrol grubu öğrencileri de yazma ödevleri için kağıt ve kalem kullanmış ve akranlarına olan dönütlerini yine bu araçlarla sağlamışlardır. Çalışmanın sonucunda deney grubu öğrencilerinin konu içeriği, destekleyici cümleler, konu bütünlüğü gibi içerik ve anlama yönelik dönütleri daha fazla kullandığı gözlenirken, kontrol grubu öğrencilerinin cümle yapısı, yazım ve noktalama gibi biçimsel meselelere önem verdiği ortaya çıkmıştır. Bununla beraber çalışmada, öğrencilerin yazma başarısını

görmek de amaçlanmıştır, fakat araştırmanın sonunda deney grubu ve kontrol grubu öğrencilerinin arasında istatistiksel olarak anlamlı bir fark gözlemlenmemiştir. Son olarak, iki grubun öğrencileri de yapılan görüşmelerde akran dönütünün yazma becerilerine fayda sağladığını belirtirken, deney grubu öğrencilerinin de akran dönütü için Web 2.0 araçlarını kullanırken eğlendikleri görülmüştür.

**Anahtar sözcükler:** Web 2.0 Araçları, Akran Dönütü, Dönüt, Dönüt Türleri, Yazma

*To my beloved family*

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| CMC | Computer-Mediated Communication |
| CMPR | Computer-Mediated Peer Review |
| EFL | English as a Foreign Language |
| ELT | English Language Teaching |
| L1 | First Language |
| L2 | Second Language |
| PR | Peer Review |
| SPSS | Statistical Package for the Social Sciences |

# Chapter 1

# Introduction

## 1.1 Statement of the Problem

Throughout the research history, researchers aimed to find answers to which methods or approaches were effective on the improvements of language learning performances of students. That said, there have been several studies conducted in the literature to make it possible to have findings on the best way possible for students' language development. (Liu and Sadler, 2003); (Liu and Carless, 2006); (Nicol and MacFarlane-Dick, 2006); (Cha, 2009). Nowadays, using time and resources optimally are key to success in education and language learning. However, using these for the sake of learners effectively is a tough process. Therefore, it must be born in mind that it is crucial to seize opportunities in today's world. In foreign language learning, writing has been of great importance since the technology took part in the place of traditional tools in education. Since the time technology was brought to the field of education, a lot has changed to have developments in language learning studies. Continual effect of technology, as Scheffler (2017) stated, changed the way of students interact with each other both in personal and educational context where computer-mediated communication drew attention of researchers about its impact on second language learning writing skills. On the other hand, as Göçen (2019) claimed, writing skills have a tendency to lose their importance day by day, and the approaches to English language teaching have been being modified. While this being the case, technology offers new opportunities for both teachers and students in writing classes.

On the other hand, importance of feedback has been discussed in many studies so far. (van Ginkel, Gulikers, Biemans and Mulder, 2017); (Xianwei, Samuel and Asmawi, 2016); (Steen-Utheim and Hopfenbeck, 2019); (Nguyen, Xiong and Litman, 2017). It has been found crucial to provide feedback to the students to help their language learning development process. It was a common fact that students submitted their assignments and teachers responded in the past. However, the importance of peer feedback has been brought to light with current studies where they implied that the use of peer feedback could influence the language development of the student more than teacher feedback. The example study of Cha (2009) can be presented as an example

where he found that in every criterion (content, organization, grammar, vocabulary, mechanics), there was an improvement of learners' scores.

Last but not least, it is a crystal clear fact that individuals have different ways of thinking, solving problems, finding solutions and reflecting on other ideas. It is believed that the notion of feedback is different to each student, and each of them has unique ways of providing responses to their peers. It is, therefore, important to find if there will be a difference among students regarding their feedback types.

### 1.2 Purpose of the Study

Related to the literature, there were similar studies conducted in the past. (Liu and Sadler, 2003); (Ho and Savignon, 2007). Liu and Sadler (2003) tried to find the effect of technology-enhanced asynchronous commenting mode on feedback types of the students giving feedback training beforehand. Ho and Savignon (2007) also found that using technological tools reduced the anxiety level of students which can help them improve their critical thinking abilities. However, there were no studies in the literature which aimed to test pure effect of Web 2.0 tools on the type of feedback of the students. In the present study, the purpose of the study is to find out the feedback types of the students focusing only on the tool difference. Besides, it is desired to be tested if the different tools used in two groups will result in different writing performances at the end of the study. Accordingly, the attitudes of the participants towards the peer feedback process will be examined in detail for qualitative data on the issue.

### 1.3 Research Questions

As it was mentioned above. There is a need to identify the effect of Web 2.0 tools on the type of peer feedback students provide to their peers. While this being the case, the effect of Web 2.0 tools on writing performance will also be examined in the study. Additionally, the attitudes of the students will be investigated deeply to have an idea about their opinion on peer feedback process. Therefore, the present study will be addressed by the following research questions:

1. Are there any effects of using Web 2.0 tools on the type of peer feedback Turkish EFL students provide to their peers?

2. Is there a statistically significant difference between the experimental and the control group in terms of their writing performance at the end of the peer feedback process?
3. What are Turkish EFL students' attitudes toward using peer feedback on writing assignments?

### 1.4 Significance of the Study

The research area can benefit from the present study as it offers quantitative data about students' way of thinking regarding the use of Web 2.0 tools. In this sense, use of peer feedback, or use of Web 2.0 tools for peer feedback sessions can be a valuable option for the researchers and educators to have students with better writing performances.

On the other hand, the study may help the educators and the researchers in terms of presenting the attitudes of the students towards peer feedback and Web 2.0 tools if they feel satisfied or competitive taking part in such methods. This way, including Web 2.0 tools and peer feedback in the classroom atmosphere might be worthy for the academic field.

### 1.5 Definitions

**Peer Feedback:** A process where students are involved in each others' studies and reflect on them.

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

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

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

**Web 2.0 Tools:** Set of tools that allow the user to go beyond just receiving information, and interact and create content with others.

# Chapter 2

# Literature Review

## 2.1 Background of the Study

This chapter provides some information about the related literature in accordance with the research questions given above. The chapter will present related studies about the use of technology in educational context and use of peer feedback considering their effect on students' writing performance and attitude.

**2.1.1 Web 2.0 Tools in Education.** Tanaka (2015) claims that CMC provides an easier way of having arrangements. According to Buqawa (2016), especially while interacting with technology, the user experience is claimed to be an important element which ensures the success of formal and informal learning, and Mehri and Izadpanah (2017) adds that technology has gotten into all parts of human life and therefore, communication styles have changed and rised new areas of people interaction. On the other hand, Balbay and Erkan (2018) states that unlike past times where teachers put much more effort, technological improvements offer efficient and productive way of teaching to achieve tasks that require a lot of time. Indeed, technology is in our lives and proved to be crucial in education as far as eyes can see. As Dizon and Thanyawatpokin (2018) states, education has found itself in such a way that there are a great number of styles where students take part in person to improve their writing skills and enhance language learning, which should be investigated how far these technological developments affect student L2 proficiency. Besides, Scheffler (2017) adds that discussions on the capability of text-based CMC promoting language learning have centered on its multimodality, its ability to combine elements of conversational and historically written discourse, and its socio-cultural theory basis. Additionally, Yücel (2017) claims that interdisciplinary studies, knowledge creativity and technological innovations are crucial to student production and developing skills in education, and it is claimed to be an important idea to hold on to.

According to Majid (2014), the main components of learning with technology which are thought to change the way of education globally are considered to be colloboration, social-networking, knowledge generation and sharing. It shows an

interesting finding in which students might want to use Padlets to post their questions, use the blog to share subject-related information, or use Youtube to preview the upcoming class content. According to Demirbilek (2015), with the help of computer-based learning process, learners can be able to find themselves a place where they can think about rules, quality, design, elements and criteria which can lead them to be critical thinkers and reflective learners while evaluating other projects in virtual classroom atmosphere. Zelick (2013) stated that the most important significant effect of Web-based technologies is the way they transform the way where communication between the learner and the teacher, or communication among learners become easier.

The study of Cha (2009) examines whether the use of peer-related CMC tools can be useful in enhancing the writing of EFL learners. According to Karvounidis, Chimos, Bersimis, and Douligeris (2014), using Web 2.0 tools foster learning and enchance teaching along with other online teaching technologies. To be more specific, using blogs, wikis and similar technologies may yield strong learning and teaching practice. Osho and Williams (2018) states that with the increase in technology, a wider range of subjects can be applied to classes in distant education which makes technology indispensable to academic institutions that want to show progress in language teaching. In their study, it was found that web-based distance education programs can also be used in a number of areas to improve the training of professionals. This is important in such a way that people having inflexible working hours may access those education programs without having been restricted to learning only face-to-face.

Additionally, weblogs were used as a collaborative and self-reflection tool for course content, peer feedback, and as a resource bank (Dippold, 2009). According to Xianwei, Samuel, and Asmawi (2016) weblog or blog application appeals to a wider audience including learners and teachers where critical feedback process, collaborative learning with peers and individual learning take place. Xianwei et al. (2016) aimed to explore how Qzone weblog affect critical peer feedback in the online environment. The finding was not surprising as it has been an instrument for online ideology communication where critical peer feedback was in place for which they believe that Qzone can meet they find what they need on it for critical peer feedback.

According to Majid (2014), some of the Web 2.0 based frameworks have been developed in such a way that they are to boost confidence of learners while using Web 2.0 tools. As Li (2018) states, contrary to Web 1.0 tools and applications where discussion boards and chat rooms can be shown as an example which facilitate communications in CMC context, Web 2.0 tools such as wikis and others do all the job from the beginning to the end of learning process such as task negotiation in writing process, languaging, co-construction of texts, revision and editing until learners acquire a better writing product. According to Cong-Lem (2018), as information technology rapidly developed – Web 2.0 to be more specific – language education has transformed into a significant and innovative manner. According to Karvounidis et al. (2014), Web 2.0 methods are analyzed both as independent entities and in terms of their interoperability and integration (confluence) to synergistic improvements to the enrichment of students improvement.

According to Scheffler (2017), CMC allows L2 learners to have access to a wider community of people from many cultures where people can freely socialize with people with their new roles and identities without being stuck in an academic discourse and institutional expectations. Additionally, Tanaka (2015) states that asynchronous exchanges can foster critical thinking in students which help them think deeper, unlike being synchronously limited for communication which requires immediate responses and actions. One more advantage is related to the use of mobile learning tools. In Hojeij and Baroudi's study (2018), 67% of the students claimed that using applications helped them in their peer revision process. It was observed that thanks to the applications, the motivation of the students was higher while the anxiety was lower. Mehri and Izadpanah (2017) say that the use of CMC language instruction computers is known to be a device for communicative communication. Therefore, there is a close relationship between computer-mediated interaction and foreign language teaching approaches. On the other hand, because CMC is a multidimensional platform, it can present various uses depending on the user needs (Tanaka, 2015). According to Dizon and Thanyawatpokin (2018), L2 learners' communication skills are improved in online interactions which they they proved that blog group students made more comments in their study. On the other hand Cong-Lem (2018) states that connection, sharing and contribution among people in the name of world knowledge are allowed thanks to the arrival of the Internet. He adds that with web-based technology, web-based technology

has given rise to interaction opportunities among people on certain online platforms; and beside other affective elements, it boosts learners' L2 speaking proficiency along with other skills. Balbay and Erkan (2018) explain the idea by saying that it is compulsory to supplement English language teaching through web technologies as language learning is not just a classroom experience. Besides, they claim that integration of Web 2.0 tools in the language learning classroom affect the style of teaching; such as informal teaching which can also take place outside the classroom. Tanaka (2015) found that his study examined the views of the students on the use of text-based CMC compared to face-to-face interactions, and more students felt positive about the former idea. Dizon and Thanyawatpokin (2018) clarify this issue by giving an example with blog using. They say that blogging and how they are used have become a widely researched topic for Web 2.0 era. As a part of the case, Yücel (2017) believes that use of technology changes the way learners think, adapt and modify their objectives in learning atmosphere; and he found in his study that using Web 2.0 resources, students were able to develop their language skills in virtual literacy, audience, debate, engagement, media choice and communication style. It is not clear whether CMC tools change the way of students' reactions to their peers in terms of writing feedback. On the other hand, it is claimed by Chiu and Savignon (2006) that computer-mediated communication has been found to enhance a focus on meaning. Accordingly, as Warschauer, Turbee, and Roberts (1996) claim, CMC provides better language learning control and initiative while empowering disadvantaged and less capable students to participate more equally with those who often dominate discussions. Therefore, it can be surely said that use of technology in a language learning atmosphere not only fosters language learning, but also triggers learning capability for each learner.

**2.1.2 On Writing.** According to Li (2018), defining collaborative writing is an event in which student communication, meaning collaboration and joint decision-making take place throughout the writing process and a single text is created with shared responsibility and co-ownership. Therefore, although a writer's mastery of composition processes such as preparing, formulating and revising has long been recognized as essential to the success or failure of the texts he or she creates (Flower and Hayes, 1981; Raimes, 1985), Research into what L2 writers actually do when they sit down to write, especially when these descriptions are situated within authentic

written contexts, is an important research area (Seror, 2013). Seror (2013) points out one issue by stating that even though the recognition of a demand in L2 language learning and learning to write, studies and research models mostly based on the studies of L1 writers.

Cha (2009) conducted a study where he felt necessary to find out writing improvement in an experimental study. Bulletin board as a feedback platform are used, including chatting. In the study, first drafts and final versions of the essays of the participants were analyzed both holistically and analytically. The results showed that use of bulletin board for peer feedback sessions improved the writing quality of the students. Besides, the findings revealed that the chatting was effective in providing better understanding of their given feedback, and the participants felt that spending time together, though online, made them negotiate the problems together and therefore, lead them to revise their final versions. According to Scheffler (2017), engagement in writing practice is re-shaped by CMC use where students interpret writing in the target language and likely place themselves as an author or writer of L2.

During a significant pause while students write, the reason of the interruption in text generation signified can impact students' overall fluency as they progress. In fact, it is widely accepted that before getting into the task in detail, students should be encouraged to write first. It is asserted that to reduce the cognitive complexity while simultaneously writing and editing a piece of writing, it was found that a stop and go approach would be suitable for those L2 students, editing themselves. Based on the quality and the high number of posts and comments, Jin (2015) concluded that Facebook encouraged interaction and intercultural skills as Dizon and Thanyawatpokin (2018) cited. At that aspect, the research of Karvounidis et al. (2014) revealed important similarities and interdependencies between the behaviors of the students over the platform used and their output at different time points within the time line. Commenting on blogs inspired students to think about ways to respond to their peers. (Dizon and Thanyawatpokin, 2018). After some weeks of writing assignments on blogs, the students in Dizon and Thanyawatpokin's study (2018) showed improvements in using more complex words while collaboratively commenting on each other's writings. The study of Ciftci and Kocoglu (2012) examined the impact of online peer reviews on the writing quality and expectations of Turkish EFL students through blogs. It was found that in their second draft, those in the blog community had

significantly higher scores, indicating that using blogs as a learning tool made a difference and allowed them to further develop their writing skills.

**2.1.3 Attitudes of Students**. Yücel (2017) found that Web 2.0 tools are desired by students who are interested in communicating with their colleagues, creating course materials and sharing them, managing class content, transmitting materials and resources, announcing course related information to class, setting assignments or relevant tasks, sharing information about lessons or content about education, accessing other resources and language learning materials, in order to have distance educational setting more often in their future professional life. Huang (2016) states that the students discussed that by reading the posts of their peers they had learned from their peers, and noted that reading the writing of the classmates helped them know how to organize the writing. Based on the results of questionnaires and surveys, Shih (2011) found that the respondents typically had favorable views on the combination of Facebook and PR as Dizon and Thanyawatpokin(2018) cited. There were multiple benefits such as enriched writing perspectives, enhanced communication skills, improved writing skills, increased audience awareness, and higher motivation by Li (2018). Based on the research findings, Mehri and Izadpanah (2017) concluded that after having online experiences in a language learning classroom, the perceptions of students changed and they seemed to enjoy learning more when compared to traditional methods. The tasks are suggested to be interesting for the learners and they were quite interested in these activities and wanted to use them in their classrooms. Besides, the research findings find out that when online communication tools take part in language learning, it changes the way of student perceptions socially and set a cognitive learning theme. The results of the study of Cha (2009) reflected that chatting after the bulletin board as peer feedback method might not have been effective enough to show the statistical differences in the participants' writing improvement.

However, many students responded to their questionnaire that chatting was helpful in terms of understanding peer feedback and revising the drafts. At the same time, Biber, Nekrasova, and Horn (2011) found it possible that some students may see positive feedback as less useful than critical feedback that identifies features that need to be revised in their writing. Therefore, an important concern for instructors is to determine the best tone for constructive criticism, given (a) the nature / amount of the feedback needed and (b) the nature of the interpersonal relationship between teacher

and student. The participants in the study of Demirbilek (2015) generally agreed that they had been given the opportunity to use Wiki and Facebook as a feedback platform by engaging in peer reviews. They have demonstrated readiness when they would become an educator to use these methods in their teaching practices. On the other hand, "It was easy for me to write on Facebook/the blog" item's score was 3.00 on a scale of 5.00 in Dizon and Thanyawatpokin's study (2018). Using technological environment not only changed the attitude of students but also made them better learners. 80% of the students (12 out of 15) reported that their English language skills were improved through the training and PR process in the study of Hojeij and Baroudi (2018). Cong-Lem (2018) conducted a study in which he tested speaking performance. In the study, participants had a positive attitude towards the web-based learning experience. Berndt, Strijbos, and Fischer (2018) conducted a study in which they preferred anonymous feedback for the assignments of the students. They implied that feedback provider has a direct impact on the writer so relationship between providers and writers influence the language learning process. Besides, providing feedback to a writer you might not like, can reduce the quality of feedback as well. As a result, feedback was provided anonymously in their study; therefore, the relationship among students was not decisive in the terms with feedback process.

On the other hand, Dijks, Brummer and Kostons (2018) claimed that providing feedback to peers anonymously can play an importance part in objectivity; thus, students are not affected by the knowledge of and relationship with their peers. As a result, it can be understood that feedback anonymity seems to have a direct impact on the way the message is received and processed. Contrary to that idea, they found that when students perceived peer feedback from a feedback provider whose expertise in giving feedback to be high, they felt the peer feedback process was more adequate. Related to that, Berndt et al. (2018) came to a similar conclusion that the perception of adequacy of peer feedback by students was higher when they received feedback from a highly skilled peer. As Steen-Utheim and Hopfenbeck (2019) concluded, student interaction between peers presents a 'trusting atmosphere' among students where they feel comfortable and look for opportunities for their language learning process while providing feedback. Besides, using CMC in online classroom atmosphere has extended the social relationship of the teacher and the learners beyond the composition classroom (Chiu and Savignon, 2006). As Ho and Savignon (2007)

claimed that computer-mediated peer view reduces psychological pressure on learners having been caused by face-to-face situations; besides, it also offers a flexible teaching and learning environment for both students and teachers. Additionally, most of students find providing feedback on others' work face-to-face is a stressful job. It is also discussed in Liou and Peng (2009) that computer-mediated PR might increase comfort of students instead of having them face their peers directly and leaving them in a reluctant situation to criticize their peers. According to Harutyunyan and Poveda (2018), students who take part in peer feedback activities can also have a better understanding of lexical patterns and grammar rules. It can be concluded that even it is not from a professional, feedback can have a direct impact on learners' language learning process. Having said that, as peer feedback leads students to a collaborative learning atmosphere, it is widely proved that the acceptance and positive attitude toward PR are found out to be high, with many students reporting a preference to work in groups, and satisfaction to take part in the process.

In another study, Tuzi (2004) found that one participant would not have changed the paper if online feedback was not provided. Online feedback that participant received changed the way of the writing including a greater awareness, and that participant showed willingness to modify the writing accordingly. In the study of Can (2019), students loved to play the instructor and learn how to analyze a piece of writing. It felt like they were part of a puzzle, and that feeling had a positive effect in the atmosphere of the classroom. O'Connell and Dyment (2016) also found that the students were comfortable with word processing and happy with PR process. The majority of participants of Chaktsiris and Southworth (2019) study shared that PR was a positive and useful exercise for them. The common opinion was shared among students which was that PR process made them more organized and disciplined. Students during PR process who had a chance to have reviews on their papers from their peers were able to revise their drafts and make it in time to submit their final papers before the final due date. It also helped students to overcome the problem of procrastination by building self-discipline.

**2.1.4 Peer Feedback.** In online and face-to-face settings, peer assessment approaches has become a significant area to conduct research because of its qualitative components (Berndt, Strijbos and Fischer, 2018). The goal of PR is to foster an atmosphere of reciprocal teaching between learners (Ho and Savignon, 2007). Biber

et al. (2011) state that development in writing skills are enhanced by the impact of feedback. Shao (2015), on the other hand, states that when "research availability" is low, learners are forced to search for necessary information so as to find proper answers or instructions for them instead of copying things down, which helps them become more successful invidivuals. In the study, it is claimed that regardless of feedback source – instructor, self-/ peer feedback or computer-mediated feedback- it has not been concluded yet if one or another is more competent for student success. However, in task-related learning goals, the information provided to students is the essential form of the feedback message (Ginkel, Gulikers, Biemans and Mulder, 2017). They add that both scientifically and practically, it is essential to have the research focus on analyzing feedback process in-depth, as in various disciplines, feedback processes are evident in curricula. It is also added that the common belief is; production of output comes from a sufficient input received. To this end, three principles were proposed for learning: awareness, autonomy, and authenticity. These three determinants take part in the learning process of students (Hojeij and Baroudi, 2018).

In a study of Steen-Utheim and Hopfenbeck (2019), use of porfolios was the main learning and assessment tool in the study. In the study, teachers of the students provided both oral and written feedback to the students. The analysis showed that almost all of the students' experiences were positive regarding the feedback desing in the course, and context of porfolio was found to be supportive to language learning process. It was also added that students gave value to the feedback they received both orally and in written way, gave importance to feedback on their works.

In writing instruction, there are many forms of written feedback. For example, content feedback and form-focused feedback, which applies to the mechanics and grammar feedback and the quality of the work by making requests or suggestions for technical and situational errors (Lei, 2017). Saying that, online peer feedback can turn the process into a "student-centered" one and fosters a sense of community by encouraging students to co-operate, as well as increasing participation, which allows more opportunities for students' interaction among themselves, leaving the teacher as facilitator (Warschauer, 2002). According to Yonesaka (2017), probably the most permanent challenge for language learners is receiving inadequate feedback from their instructors where providing individualized corrective feedback might be impossible

for large classes during a focused practice. Therefore, peer feedback takes part and cures the problem for the learning process of the students.

As Harutyunyan and Poveda (2018) claimed, the writing process should be a learning tool instead of being a part of a standardized system of communication. That said, it should allow students to develop their meditative ability and support collaborative work so as to make them ready for the hardships of the professional world, as PR can inspire students to be critical thinkers, as well as writers. On the other hand, peer feedback can be scary for students as they often have to face the problems of their drafts and it might require courage to handle what is said to them. According to Chang (2016), PR process can sometimes be defined as a scary performance where reviewers reflect on reviewees' works; finding problems and solutions accordingly. According to Nicolini and Cole (2019), peer feedback plays an importance role in stimulating cognitive processes relevant to evaluative and reflective judgment that involve effective memory and use of criteria to justify decisions. Tasir and Al-Dheleai (2019) states that using such resources in the education of students will help them build social presence and community which can contribute positively to their learning outcomes. The findings of their study showed a high perception of students being linked to others through Web 2.0 during online interaction. According to O'Connell and Dyment (2016), it has been an aim of many higher education sectors to help students develop into analytical professionals who have critical thinking abilities of higher order. Thus, use of PR not only helps students correct their mistakes for the sake of a better work, but awaken their spirits of being autonomous learners. Demirbilek (2015) states that it is necessary to better understand the use of these resources to provide peer feedback on their work and to analyze students ' experiences and opinions as a peer review tool. Séror (2011) claims that the practice of providing commentary and advice on written assignments to students is widely used in a variety of educational settings for processes of scaffold composition and understanding of written genre linguistic and rhetorical conventions by students.

Zhu and Carless (2018) state that peer feedback is a dialogical process through which students share knowledge and understanding in order to inform ongoing learning. Liu and Carless (2006) point out another aspect by claiming that integrating PR mechanisms into a course provides students with a unique opportunity to take an active learning role by contributing their own interpretation of the course material by

reviewing another student's work, providing timely input on their own work, and turning the learning process from a private domain into a shared domain. As Séror (2011) gathered from various researchers, peer feedback has the advantage of being able to expose L2 writers to a wider range of comments and responses to their texts. Furthermore, their nature as what is typically a socially constructed face-to-face activity was also associated with a greater potential for "negotiated interaction" as well as "joint" language learning and a more interactive and collaborative learning experience when they are effectively set up and used. However, Séror (2011) believes that usually peer input is more credible than when students just write and receive feedback from teachers According to Biber et al. (2011), on the other hand, peer feedback is more effective for L2-English students than teacher input; commenting is more effective than error location; and concentrating on form and content in general seems more effective than focusing solely on form. The results from these studies are conflicting, according to Xu and Yu (2018). A number of studies, for example, have found that more skilled L2 writers use a more diverse range of words, thus showing greater lexical diversity. Crossley and McNamara (2012) note that English skills and writing skills of students are sometimes deemed inadequate to provide constructive feedback. Xu and Yu (2018) argue that while there is inconclusive evidence of the impact of CMC peer feedback on PR quality and text revision, their action research project shows that EFL writing are positively affected by the use of CMC peer feedback. According to Crossley and McNamara's findings (2012), L2 writers considered to be advanced often produce text that is less coherent when measured by word overlap, but at other times their writing is more unified when measured by the use of connectives. People might think of "blogs" as a personal writing sharing website online. Nevertheless, as reported by Cong-Lem (2018), web-based technology now enables its users to create multimodal blog posts embedded in text, images, audio, and video. Furthermore, blogging and engaging as bloggers on the Web 2.0 became popular among learners. EFL students often give only general and superficial comments in the absence of encouragement to provide and receive peer feedback, and some students also view peer feedback as a mere 'teacher-required function' without participating in substantive pair or small-group work negotiations (Xu and Yu, 2018). According to Smith (2017), by engaging critically with another student's work, the feedback provider is forced to check data, weigh arguments, and evaluate assessments — different skills to find data, build arguments, and evaluate methodologies, but tasks

that reinforce each other. As Nicolini and Cole (2019) claim, the efficacy of the peer workshop as a tool to improve student learning outcomes depends on contextual and situational elements that influence how students view the peer feedback process. Based on van den Berg, Admiraal, and Pilot (2006), the concept of peer reviews has been operationalized, distinguishing between aspects and functions. Regarding the aspects of PR, content refers to elements such as the argumentation in the text or the interpretation or use of knowledge and concepts cited by Huisman, Saab, van Driel, and van den Broek (2018). Accordingly, use of peer feedback can result in fostering not only student success but their critical thinking abilities and judgment skills on their partners works. Abdullah (2015) clarifies this with what Dewey said. He says that reflective thinking ability is to think about any subject actively, constantly and carefully.

Dewey has defined analytical thought about learning about the data accurately, consistently, and deliberately, any values or experience that support the outcomes they are looking for. As Huang (2016) said, students may have less incentive in conventional writing classes to write tasks and assignments, as the writing teacher is typically the only perceived audience for writing the students. Through PR, we mean a mechanism of interaction through which learners participate in quality and standards-related dialogues (Carless and Liu, 2006). While teachers may expend considerable time and effort seeking input, students are often too discouraged to profit from returning to their compositions with structural errors followed by negative comments or suggestions for improvement (Chiu and Savignon, 2006). In Liou and Peng's study (2009), it is argued that student evaluation, online communication, and their impressions of the review task as informed by learning should be thoroughly analyzed throughout order to accurately determine how CMPR can promote EFL writing instruction. Woo, Chu, and Li (2013) conducted a study in which qualitative and quantitative data were collected and reviewed using multiple sources of evidence: comments from students posted on the wiki platform, editing information recorded on the wiki's history page, evaluation of student group writing and interviews with students and teachers conducted after the intervention program. They found that in the comments of both classes in terms of content / meaning level, were predominant. In addition, the Internet makes it possible to make available a host of ideas and information, allowing writers to concentrate on the content by extracting key points

for their own writing. On the other hand, as they feel more free to write and give feedback to their partners, the students felt the comfort of using wikis to write.

According to Biber et al. (2011), feedback is generally considered important to the production of writing at all grades, from 12th kindergarten students to grade (K–12) levels, to freshman college students taking composition classes, to graduate students working on thesis projects. In their study, both the input intervention and the natural development that happens over time throughout combination with the revision process influences the quality improvements in pre- and post-test comparisons.On the notion of peer feedback, Séror (2011) noted that their presentation, understanding, and effect depended on the individual characteristics and experiences of students and teachers as well as on their discursive features, all set against a complicated context of organizational forces and wider discussions about writing and L2 authors. There are several versions of use of PR, and one example is use of emoticons. Accordingly, Chang (2016) stated that knowing emoticons positively correlated with their applications, and they were also used mostly by those who experienced emoticons better. In the study, the use of emoticons accompanying criticism was found to be hedge-softeners, softening the negativity in reviewer comments that can be considered as learner motivation. In addition, Nicol and MacFarlane-Dick (2006) noted that peer feedback is not only helpful to the feedback receivers , but also beneficial to the feedback providers as they are required to read the products of their peers before providing what is considered to be necessary. Results from the Demirbilek (2015) study show that even students with relatively inexperienced online peer input can be relatively comfortable with this approach over the course of a single semester. In the study of Huisman et al. (2018), feedback providers and recipients have been found to progress from draft to final essay to a similar extent, both in terms of their overall grades and in terms of separate content, structure and style assignment criteria. Four general areas of improvement are established from the participant responses and observation notes of the researcher: language level, writing ability, trust, and motivation (Hojeij and Baroudi, 2018). For the feedback provider, dialog with peers may encourage response to their comments and allow them to focus on their assessment skills, according to Zhu and Carless (2018). One of the participants in Zhu and Carless (2018) study reported during an oral peer feedback session that "when the peer reviewer finds an understanding different from what the author intends, the author

should justify it immediately." In this sense, feedback which is given simultaneously might reinforce the quality of feedback; however, if supported clearly, asynchronous feedback might also create the same impact on the receiver.

Furthermore, Rodríguez-González and Castañeda (2018) notes that, in spite of the benefits of social interaction with the learning process, asking L2 learners to work in groups and provide input does not necessarily guarantee a positive evaluation and a quality of learning. Such alternative sources of input proved invaluable to the students who used them to compensate for what was mostly viewed as less than optimal feedback from instructors of material. Because of the short duration of the exercise, students may find that peers' written feedback is the most important aspects of peer workshop exercise. Therefore, perceived feedback quality, favorable feedback, and unfavorable feedback can probably be calculated more accurately through students and modalities than distribution of feedback (Cole and Nicolini, 2019). Berndt et al. (2018) reported that "several peer feedback studies in recent years have revealed that interpersonal aspects that influence efficiency of peer feedback." While this may be true, a true good-quality feedback learning offered to the student will be able to minimize this side effect. Instead, an explanation might be that, as stated by Huisman et al. (2018), expectations of a single peer feedback encounter do not adequately influence the attitudes, beliefs and/or results of students. While Smith (2017) notes that a student's likelihood of providing valuable feedback is small, especially at the beginning of the course, even if they are motivated and not under time pressure, there are countless studies that prove the direct opposite of this problem. As Séror (2011) mentioned, students especially appreciated timely input as part of a multi-proposal system that would resolve both language issues in their assignments (i.e., grammar, spelling, mechanics) and substance (i.e., ideas) that they were communicating.

Will there be a disparity if different methods are used by groups at the same level? Jin (2001) found that all students use unified devices, regardless of their ability, but advanced writers use these devices more often than intermediate writers do (McNamara and Crossley, 2012). The results of this study indicate that L2 writers with less coherent tools considered to be more advanced produce texts. This result contrasts with past studies of L2 (Connor, 1990; Jin, 2001), which found more experienced writers to use more coherent tools (McNamara and Crossley, 2012). Based on the results of the Biber et al. (2011) report, these gains were low and not important for

content metrics, but the gains were higher for grammar-based outcome measures and detailed quality reporting. On the other hand, spelling accuracy measurements showed a decline after feedback. They also said that while L2-English students showed higher gains from peer or computer input than teacher feedback. Also interesting are the results on delivery mode: L-1 English students demonstrated strong oral feedback gains and no overall written feedback gains, while L2-English students reported moderate oral and written feedback gains. Contrary to that, in the study of Berndt et al. (2018), students who received manipulated feedback from a lowly skilled peer during the intervention outperformed students receiving feedback from a highly skilled peer. In connection with this, one interpretation in the Yonesaka (2017) study is that although the peer feedback motivated poorer students, due to feedback inaccuracy or learner variables, it was not sufficient to take up. Nonetheless, analysis by Ginkel et al. (2017) proved that instructor feedback showed a significant difference as compared with student feedback and tutor-led peer feedback. To the extent that many researchers believe it and prove it, students can now provide feedback to their partners effectively with the given opportunities. With regard to peer feedback in the form of free-text posts, studies have empirically shown important features of written peer feedback related to quality writing and application of feedback (Nguyen, Xiong, and Litman, 2017). Chang (2016) noted that students typically exchange drafts (in face-to-face or computer-mediated environments) and provide oral or written input to help classmates develop the global (content, structure, and style) and/or local (grammar, vocabulary, punctuations) writing areas. It was also noticed by Nguyen et al. (2017) that when they included local feedback, students were a little more cruel when giving feedback to their friends. Global ones, unlike that, were praisal. In addition, localization increased after tutors in this study guided the reviewers. The researchers concluded that providing peer feedback and receiving feedback led to increased performance as the learners had to interpret and recognise L2 pronunciation features consciously (Yonesaka, 2017). The findings of the comprehensive statistical analysis showed that students had better writing performance after being exposed to either peer feedback in-class provision or input from small group peers (Kusumaningrum, Cahyono and Prayogo, 2019). In a study which aimed to assess the impact of peer feedback on speaking performance, participants significantly improved in terms of the decreasing number of filled breaks between and within utterances. This tendency to decrease filled pauses across multiple drafts could be a solid indicator of L2 fluency (Rodríguez-

González and Castañeda, 2018). It is also argued that form-oriented feedback results in an improvement in formal accuracy more than a lack of feedback, but that feedback is much less affected by improvement in content quality than merely rewriting (Chiu and Savignon, 2006). On the other hand, Chiu and Savignon (2006) argues that teachers tend to pay more attention to form than content when providing feedback within the EFL instructional settings. The study in Ho and Savignon (2007) found that during PR, students based their writing on local and global problems and appeared to have a better understanding of their strengths and weaknesses following negotiation. More importantly, through PR activities, learners developed audience awareness. In addition, the results showed that more macrolevel improvements such as content and context changes were included in updated drafts from qualified peer response groups.

There were also some studies conducted to see the type differences of peer feedback. The researchers used some different methods to identify the reason and result of this difference. Lei (2017) shows that form-based feedback significantly outstripped content-based feedback with a percentage rate of 74.3% to 25.7%. Students tend to give feedback on content much less than feedback on the form. It can also be noted that 66.8 percent of peer reviews received positive feedback from the composition writers and was approved in their writing revision. This shows that, based on peer reviews, participants are willing to review their writings. In Liou and Peng's study(2009) 46(27.7%) of their revisions centered on local(form) areas, while 120 focused on global(content) areas. Therefore, the students made efforts to review their drafts globally, even in places not mentioned in the feedback by their peers. For their fourth writing assignment, students made a total number of 67 revisions. Of these, 61.5 (91.8%) were considered effective: 23 were aimed at local areas (34.3%) and 44 at global areas (65.7%). As revealed by Lui and Sadler (2003), the number of global comments made by each group (feedback regarding the development of ideas, audience and purpose, and organization of writing) was similar, although global comments were also the minority for both.

Furthermore, the number of local comments (copy-edit feedback such as wording, grammar, punctuation) varied widely among the two classes, with the technology-enhanced community clearly leading local comments. In a similar study, Pham and Usaha (2016) attempted to see the disparity in their responses between global and local comment groups. They found that most of the comments were on

global areas outnumbering local comments. They concluded that their study findings demonstrated the effectiveness of peer comment learning focused on blogs in encouraging e-peer reviewers to provide more feedback on global areas than on local areas. Can (2019) also found that the technology-implemented group focused more on global areas where the control group cared less about global issues.

### 2.2 Wordpress

In the study, Wordpress website was used as Web 2.0 tool. WordPress is the easiest way to create a website or blog, which can be considered to be one of the most common websites. In reality, over 34 per cent of all websites on the Internet are powered by WordPress. It is a GPLv2 licensed open-source content management system, which means that anyone can use or modify WordPress software free of charge. Essentially, a content management system is a tool that makes it easier to handle important aspects of the website–such as content–without knowing anything about programming. The end result is that WordPress makes it possible for anyone to build a website – even people who are not programmers. Business websites, eCommerce shops, blogs, profiles, resumes, forums, social networks, etc. can be built with Wordpress.

Wordpress was the choice as Web 2.0 tool in the study. It offers simple and friendly design; besides it requires little time and effort to publish written assignments, and it takes very little time to modify the outline of the websites of the students. It is also easy to leave comments on the writings on Wordpress by only writing a name, if it is modified by the owner of the website accordingly.

## Chapter 3

## Methodology

The chapter aims to investigate the methodology of the study by examining the components of the research in detail. In this chapter, research design, setting and participants, procedures, data analysis and limitations of the study are discussed.

### 3.1 Research Design

The current study was conducted using mixed methods. According to Ivankova, Creswell and Stick (2006) the reason for combining both types of data into one analysis is based on the fact that, by itself, neither quantitative nor qualitative approaches are

adequate to capture patterns and specific details of a situation. Accordingly, mixed studies aim to find answers to specific questions by using both quantitative and qualitative data. Mixed-methods sequential explanatory design was preferred in the study as it sought answers starting with quantitative data. In explanatory design, as Ivankova, Creswell and Stick (2006) noted, collecting the quantitative data is the first phase of the research. The qualitative data is gathered and analyzed second to help explain, or specify the quantitative findings from the first phase. In the research, peer feedback components were collected, and it was aimed to elaborate on the quantitative data with the qualitative data; specifically, student interviews. The reason behind that, the researcher aimed to support the findings considering the improvement in the writing scores of the students with students' opinions about peer feedback and the use of Web 2.0 tools. That is why, the study aimed to find answers using mixed-methods sequential explanatory design.

### 3.2 Setting

The present study took place at a state university in İstanbul. Both quantitative and qualitative data were obtained during the first semester of 2019-2020 academic year. During the semester, students were enrolled in a "Reading & Writing" course which was 4 hours a week. 2 hours of lessons were planned for writing sessions. Students did not have any other courses related to English language learning in the term. The expected outcome of the course was to develop academic writing skills. For such purposes, the syllabus (Appendix A) was designed by the institution which consisted of writing assignments after each lecture. The content of the writings tasks were based on the syllabus.

In the writing lessons, students started with paragraph writing for the first 4 weeks and the last week was essay writing. For content familiarity, writing topics were chosen parallel to in-class activities such as related reading texts, discussion/in-class writing topics and videos. As Heriyawati, Saukah and Widiati (2018) claimed that content familiarity seemed to have a direct impact on students' language learning process. This way, it was aimed for students to produce better writings.

Due to the limited time of in-class hours, writing tasks for both classes were assigned as homework, but peer feedback process took place in the classes. For the experimental group; participants wrote on their blogs at home and brought their

personal computers to the class. As for the control group, participants wrote on papers and in the class, they swapped their papers randomly. Besides it was made sure that each participant paired with a different one in each peer feedback session, so students responded to different papers in each session. To make the students feel comfortable in the feedback process, there was no time limit for both groups to respond to their peers.

On the other hand, students were told that they would have been graded with their writing assignments. That is, their writing assignment scores formed the 6 percent of their end-term scores, while final exam was 60 percent, mid-term was 24, and quizzes were 10 percent.

To be able to find out clearly if Web 2.0 tools have any effect on the type of feedback, students did not have peer feedback training. They were only asked to reflect on their peers' papers/blogs. This way, it was aimed to observe the natural process of peer feedback without students being influenced by their instructors or any other sources.

### 3.3 Participants

Participants of the study consisted of 40 Turkish EFL students studying in a state university in İstanbul, Turkey. 20 of them were in the experimental group while 20 of them were in the control group. There were 2 female participants in the experimental group while the control group participants were all male students. The students were selected among 330 students regarding the simple random sampling method. The students studied in the preparation class in the previous year and all of them were able to pass their first year and became freshman students. To be able to do that, they needed to take 4 mid-term exams and a final exam during their first year. At the end of the preparation class, the students took Cambridge PET(Preliminary English Test), and the successful ones were able to start the freshman year; thus, they started the term as B1 level students according to their PET scores.

### 3.4 Data Collection Tools

**3.4.1 Writing.** For the research questions 1 and 2, writing assignments and the feedbacks of the participants were used in the study.

***3.4.1.1 Coding scheme for student comments.*** To find out the difference between the experimental and the control group in terms of peer-response types, The Coding Scheme for Students' Written Comments (Appendix B) by Zhu (1995) was used in the study. The coding scheme consisted of 3 categories namely content-based, form-focused, and evaluative. It was used to categorize the feedbacks of the students given on writings.

***3.4.1.2 Writing rubric for writings.*** To find out the effect of Web 2.0 tool based peer feedback on students' writing performances, a writing rubric was used in the study. For this purpose, ESL composition profile (Appendix C) was used which was developed by Jacobs (1981). The ESL composition profile consists of 5 parts, including content, organization, vocabulary, language use, mechanics. The total score is 100 but each part has different points distributed.

**3.4.2 Semi-Structured Interview.** To be able to find out an answer for the third research question, a semi-structured interview which consisted of 6 open-ended questions was used in the study (Appendix D). As opposed to a structured interview, a semi-structured interview allows interviewees to produce new ideas which can be beneficial to interviewers to explore new set of themes. Because of this reason, a semi-structured interview was chosen by the researcher due to the possibility of unique themes that can be acquired during interviews.

## 3.5 Data Collection Procedures

**3.5.1 Data collection procedure for the first research question.** In order to find out the effect of Web 2.0 tools on peer feedback types, the present study took place at a state university in İstanbul with 40 participants. To be able to find an answer to the research question, 2 classes took part in the study. The students were expected to give feedback to their peers during the data collection process, and this process took 5 weeks for the study. Each week, students submitted their writings which were assigned as homework; and during class hours, they gave feedback to their peers. Students in both groups were free to pick their peers themselves to have the feedback session their own way, which may effect their motivation studying with a person they choose. Each week was a one-shot feedback session; so, right after they responded to

the assignments, the data was collected. Students in both groups did not have time limit for peer feedback as it was aimed to make them feel comfortable during the process.

Both groups covered the same syllabus including both reading and writing courses. The writing topics were parallel to the reading course; therefore, the students did not struggle with producing content in their assignments.

***3.5.1.1 Data collection for the experimental group.*** As it was mentioned above, the experimental group consisted of 20 B1 level students. For the data collection, Web 2.0 based blog namely Wordpress was used during the period of the experiment. In the first week of the semester, students were asked to create Wordpress blogs using their own laptops in the classroom. Then, it was made sure that all students modified their administration settings and made comments available for their writings on their blogs.

In the first week, main components of a paragraph were taught in the class and students practiced writing topic sentence, supporting sentence and concluding sentence. After analyzing opinion paragraph examples and understanding the components of an opinion paragraph in the second lesson, students practiced paragraph writing in the class. At the end of the first week, the writing assignments were given as homework due to limited class hours. Students were asked to write a paragraph about a "*funny or weird phone conversation*" as the first week writing assignment and post on their blogs. In the next week's first lesson, students were asked to reflect on their peers' first opinion paragraphs on their blogs.

In the second week, students were taught how to write multiple supporting details in a paragraph. After studying multiple well-organized opinion paragraph examples, they were asked to write an opinion paragraph on *"how to lead a healthy life"* on their blogs for the second week writing assignment. They were asked to reflect on their peers' assignments on blogs in the class.

The next 2 weeks, the same procedure was followed and the students wrote 2 more paragraphs about *"what should people do to save the environment, and dangers of the internet."* In the following weeks of each assignment, students responded to their peers' blogs in the classroom. Eventually, students had written 4 opinion paragraphs, and responded to 2 more paragraphs of their peers.

The fifth week was essay writing, and students were taught how to write an opinion essay. In the first hour of the lesson, the students wrote drafts of their essays on *"benefits of learning a new language"* and compared their drafts with 3 opinion essay draft examples. They were asked to write an opinion essay on the same topic as homework using their personal blogs. In the following week, they provided feedback to their peers using the same platform. By completing this, data collection procedure for the first research question conducted with the experimental group was ended.

***3.5.1.2 Data collection procedure for the control group.*** As it was mentioned above, the control group consisted of 20 B1 level students. As opposed to the experimental group, the control group used pen and papers for their writings. Due to limited class hours, writing assignments were given as homework to students, and they were told that they were to write their assignments on A4 papers.

In the first week, main components of a paragraph were taught in the class and students practiced writing topic sentence, supporting sentence and concluding sentence. After analyzing opinion paragraph examples and understanding the components of an opinion paragraph in the second lesson, students practiced paragraph writing in the class. At the end of the first week, the writing assignments were given as homework due to limited class hours. Students were asked to write a paragraph about a "*funny or weird phone conversation*" on papers as the first week writing assignment . In the next week's first lesson, students were asked to reflect on their peers' first opinion paragraphs swapping papers with their peers.

In the second week, students were taught how to write multiple supporting details in a paragraph. After studying multiple well-organized opinion paragraph examples, they were asked to write an opinion paragraph on *"how to lead a healthy life"* on papers for the second week writing assignment. They were asked to reflect on their peers' assignments after swapping papers with each other in the class.

The next 2 weeks, the same procedure was followed and the students wrote 2 more paragraphs about *"what should people do to save the environment, and dangers of the internet."* In the following weeks of each assignment, students responded to their peers' papers in the classroom. Eventually, students had written 4 opinion paragraphs, and responded to 4 paragraphs of their peers using pen and paper.

The fifth week was essay writing, and students were taught how to write an opinion essay. In the first hour of the lesson, the students wrote drafts of their essays on *"benefits of learning a new language"* and compared their drafts with 3 opinion essay draft examples. They were asked to write an opinion essay on the same topic as homework on papers and have them ready for the next lesson. In the following week, they provided feedback to their peers by swapping papers. By completing this, data collection procedure for the first research question conducted with the experimental group was ended.

**3.5.2 Data collection procedure for the second research question.** After grading the writing assignments of the participants in both groups, it was aimed to find the differences between the writing performances of both groups, International Business Machines Statistical Package for Social Sciences 22 software was used in this part of the study. The researcher collected 40 writings in total from both groups each week, and there were 200 writings of both groups in total at the end of 5 weeks, so there were 200 writing scores involved in the process. For inter-rater reliability, the writings of the participants were evaluated by 2 graders. To be able to find out the statistically significant difference between two groups, an independent samples test was applied to the data.

**3.5.3 Data collection procedure for the third research question.** To find the students' attitudes towards peer feedback, semi-structural interviews were conducted at the very end of the study. The selection of interviewees was on a volunteer basis as it was thought to be the most efficient way to get accurate and honest responds from the students. As a result, 6 students from the control group and 4 students from the experimental group accepted to have interviews with the researcher voluntarily. The interview consisted of 5 questions for all of the students and 1 extra question for the experimental group students. The interview questions were given to the interviewees 15 minutes before the interview so as to get rid of understanding problems about the questions, and the interviewees were allowed to take notes. The interviews were conducted in Turkish so as not to cause any misunderstanding or miscommunication between the interviewer and the interviewee. It was made sure that interviewees were comfortable during the interviews and there was no time limit. The interviews took place in a library one-on-one and were recorded with the consent of the interviewees, not to lose any valuable data obtained from the students.

### 3.6 Data Analysis

This part of the research puts forth how the data was analyzed in the study. There are 2 sub-headings for the data analysis part; specifically, analysis of quantitative data and analysis of qualitative data.

**3.6.1 Analysis of quantitative data.** For the analysis of feedbacks, Coding Scheme for Students' Written Comments (Zhu, 1995) was used in the study. The feedbacks of the participants in both groups were collected on a Microsoft Excel page before the analysis. 3 categories were formed during the analysis according to the given scheme; namely, content-based, form-focused, and evaluative. Content-based category simply included main idea, controlling idea, thesis statement, supporting ideas, purpose, topic relevancy, general ideas, writing structure. Form-focused category included grammar, vocabulary, punctuation, spelling, sentence structure. Evaluative category, on the other hand, included general opinions of students, and off-topic responses such as have a nice day, take care. Later on, the frequency of used items in feedbacks were given as percentage rates. The findings concerning the feedback types of the groups were given in detail in the results chapter.

For the second research question, writings of the students were analyzed in the study. To obtain quantitative data through writings, IBM SPSS 22 software was used in this part of the study. The researcher assessed the writings of the participants in terms of content, organization, vocabulary, language use, and mechanics according to ESL composition profile by Jacobs (1981). After evaluating the writings of the participants, scores of the students were calculated and given as final writing scores. After obtaining all the writing scores of the students, Levene's test was applied to the writing scores to see if there was homogenity between the experimental and the control group, as it was important to see if the two groups were equal. Secondly, descriptive statistics were run to get mean scores of both groups in each week to see if there is an improvement in their writing scores. Using descriptive statistics was necessary to see if the peer feedback process was beneficial to the participants' writing performances. Third, independent samples t-test was applied to the obtained writing scores of the students in both groups. The reason behind that was to find if there was a statistically significant difference between the experimental group and the control group in terms

of their writing performances after applying different tools to each group during the feedback process. Additionally, significance level was set at ,05. The findings of the quantitative data were given in detail in the results chapter.

**3.6.2 Analysis of qualitative data.** As mentioned above, a semi-structured interview was used in the study to fulfill the gaps which might not be explained by the quantitative data. The reason to use a semi-structured interview is to cover the gaps during the course of sessions with necessary follow-up questions, as Adams (2015) also states that semi-structured interviews are great for a variety of useful tasks, particularly when more than a few open-ended questions need follow-up queries. After interview sessions, the responses of the students in the recordings were transcribed so as not to miss any data, and the answers were translated into English by an expert in the field of Translation and Interpreting. The scripted data was analyzed by the researcher qualitatively along with 2 colleagues in the field of English Language Teaching to provide meaningful data for the literature. Scripted data was pattern-coded from the interviews which were characterized mainly by similarities, differences, key words and frequencies of the student comments. There were 8 codes emerged from the interviews such as motivation, friendship, low-competent peers, necessity of anonymity(anxiety), practicality and fun. These codes were considered to be important as they were common codes discussed in relevant studies. On the other hand 'fostering reading' was found to be interesting and frequently repeated by some interviewees, so it was also included as a code. The last code 'Harmful for relations' was also included as it was claimed to be an important problem by the interviewees. After the coding procedure, the codes were subsumed in 3 categories which are '*Advantages of peer feedback', 'Disadvantages of peer feedback', 'Web 2.0 based peer feedback'* and they were presented in detail in the results chapter.

***3.6.2.1 Trustworthiness.*** According to Creswell (2012), "the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation" (p. 259). While this being the case, the researcher of the present study benefitted from these strategies including triangulation, member checking and external audit presented in Creswell's (2012) study (p. 259-260). According to Creswell (2012), triangulation is the process of verifying evidence with the help of various individuals. Therefore, the researcher felt the necessity to get help from 2 colleagues from the same institute who were experts in English language

teaching. With the help of the experts, the interview questions were modified beforehand; besides, the raw data obtained from the interview script was analyzed and reorganized parallel to the researcher's findings.

Creswell (2012) states that "member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account" (p. 259). To be able to do that, the researcher benefitted from 2 participants who took the interview, to understand if the emerged themes are accurate and the codes were legitimate and exemplary.

Apart from that, the researcher used external audit strategy by Creswell (2012) where "the researcher hires or obtains the services of an individual outside the study to review different aspects of the research" (p. 260). The foreign languages coordinator who was assistant professor working in the institute for over 10 years was helpful in the process, and the researcher revised the findings of the study with her guidance and suggestions.

### 3.7 Limitations

There are some limitations in the present study considering the peer-response procedure, period of the study and the syllabus of the university.

First limitation is the peer-response procedure. For the experimental group, it was desired to have peer-feedback process with anonymous feedback providers on anonymous writers. However, use of blogs did not allow this procedure as each student did have a personal blog link and students could learn the owners of the blogs. It was easy for the control group, swapping papers with no names; however, the same procedure was not possible in the experimental group. That is why the students picked whoever they wished for the peer-feedback sessions in both groups.

Second limitation is the period of the study. The study lasted for 6 weeks: 5 weeks for the writing and feedback process, and 1 week for the interviews. To be able to obtain more solid data, peer-feedback process could be longer and students could write more papers for another study. That way, effect of peer-feedback on writing performances of students can be observed better, as well as type of feedback students provided.

Third limitation is the syllabus of the university. Before essay writing, the syllabus had 4 weeks of paragraph writing. In addition, essay writing started in the 5th week. Therefore – as students had to produce different writing styles – it was difficult for them to adapt to the change in writing style which might have affected their writing performance in essay writing. For further studies, it could be wise to conduct a research with same or similar writing styles to obtain more clear data.

# Chapter 4

# Findings

This chapter presents the results of the current study. As it mentioned above, there are three research questions in the study and the results will be explained in this chapter in detail. In the research, it was aimed to find out the effect of Web 2.0 tools on feedback type and quality, the students' opinion about peer feedback, and the effect of Web 2.0 tools on their writing performance.

To be able to bring to light new ideas about the effect of peer feedback on Web 2.0 tools, two classes participated in the study as the experimental and the control group. The experimental group students were assigned through Web 2.0 tools and asked to give feedback on their blogs, while the control group used pen and paper for both writing and peer feedback process. The experimental group consisted of 20 students while the control group was 20 students. The experiment lasted for 6 weeks including the interviews. In the chapter, the results of the study will be given in accordance with the research questions.

## 4.1 Findings Pertaining to Research Question 1

In this part, it was aimed to find an answer to the first research question which is: "Does the use of Web 2.0 tools have an effect on the type of peer feedback Turkish EFL students provide to their peers?" The results were obtained using the feedbacks of the students given on the writing assignments through Coding Scheme for Students' Written Comments (Zhu, 1995). The coding scheme consisted of 3 categories which of them are global, local and evaluative comments. The global category included the use of writing components such as thesis statement, topic sentence, supporting sentences, controlling idea, main idea, as well as the development of a writing, purpose, topic, logical arrangements and writing structure. The local category

consisted of structural items such as grammar, vocabulary, punctuation, spelling, rephrasing, etc. The last category was the evaluative comments which concerned the use of general ideas on a piece of writing. To clarify the results of the experiment, the percentage rate of the feedback items regarding the 3 categories will be presented in this chapter. The results will be given in 6 parts regarding the first 5 week's feedback type percentage, and in the last part, an overall feedback type percentage will be demonstrated. The examples of the feedbacks students provided will be given in Appendix E along with their writings.

**4.1.1 Comparison of the feedback types given in the first week.** In the first week of the experiment, the students were asked to write a paragraph about *'an interesting phone call'*. The experimental group students posted their assignments on their personal blogs and the control group students kept the papers for the peer feedback activity. The experimental group students shared their links with their peers whom they picked on their own will. The same procedure was the same for the control group where they swapped their papers with whoever they wanted. The only thing told to the students was to reflect on their peers' writings.

According to the coding scheme used in this part of the study, there was a difference between two groups considering their feedback types. The detailed number and percentage of feedbacks will be presented in Table 1. The experimental group students provided feedback mostly on global issues (64%) with a number of 23 and they also included 5 evaluative comments in their feedback (14%). Comments concerning local issues were far less than global comments which were recorded to be 8 (22%). (Table 1)

On the other hand, the control group students chose a different way of providing feedback to their peers. 84% of the feedback items were on local in the control group with a number of 42. The control group students commented on global issues rarely which was recorded as 6 (12%). The students included less evaluative comments in their feedback when compared to the experimental group (4%).

One more thing was observed according to the analysis. The control group students included more items in their comments when compared to the experimental group. The control group students commented on 50 issues (global, local and evaluative) while the experimental group students commented on 36 issues in total.

Table 1

*Feedback Types Provided in the First Week*

| | Global | Local | Evaluative | Total |
|---|---|---|---|---|
| Experimental Group | 23(64%) | 8(22%) | 5(14%) | 36 |
| Control Group | 6(12%) | 42(84%) | 2(4%) | 50 |

At the end of the feedback process, the papers of the control group students were collected and the comments on the writings which were posted on the blogs were disabled. Therefore, the first week of the experiment was over. To conclude, the experimental group students gave importance to global issues while the control group students preferred to give feedback on local areas. It is clear that the global areas are mentioned more on feedbacks on blogs while local areas are concerned more on papers.

**4.1.2 Comparison of the feedback types given in the second week.** In the second week of the experiment, the students in both groups were asked to write an opinion paragraph about *'How to lead a healthy life?'*. Once again, the experimental group students and the control group students followed the same procedure as it was mentioned in the previous part. It was observed in this week that some of the students changed their peers while some preferred the same peers.

After collecting the data, it was recorded that the experimental group students provided feedback mostly on global areas. They used 19 items on global areas which formed the 63% of the all feedbacks. The feedback given to local areas were less. In this sense, they responded on local areas with a number of 9 items and it was the 30% of the all feedbacks. The experimental students included 2 evaluative comments (7%) on their peers' assignments. (Table 2)

On the other hand, it was observed that the control group students commented on 5 global issues which was calculated to be 12%. They gave more importance to local areas such as correcting grammar mistakes and spelling, and they responded with 32 items (78%). The control group students included more evaluative comments than the experimental group with a number of 4 which was calculated to be 10%.

Table 2

*Feedback Types Provided in the Second Week*

| | Global | Local | Evaluative | Total |
|---|---|---|---|---|
| Experimental Group | 19(63%) | 9(30%) | 2(7%) | 30 |
| Control Group | 5(12%) | 32(78%) | 4(10%) | 41 |

During the feedback process in this week, the control group students paid attention to more items, and in total, they responded to 41 issues while the experimental group students included comments on 30 issues only. It was also recorded that the least number of feedbacks were given in this week; 30 items by the experimental group and 41 items by the control group.

**4.1.3 Comparison of the feedback types given in the third week.** In the third week of the experiment, the students wrote an opinion paragraph on *'What should people do to save the environment?'* During this week, the students in both groups were asked to change their peers to have different ideas from different peers. They were allowed to pick their peers once again. According to the procedure, the experimental students posted their writings on their personal blogs, and the control group students wrote on papers.

The results were not surprising obtained from the third week's feedbacks compared to the previous weeks. The experimental group students commented on 23 global areas on blogs, 60% of the total number of comments, while they preferred concerning less on local areas with a number of 8 items (20%). The experimental group students included 8 evaluative comments in their comments on their friends' writings on blogs.

On the other hand, the control group students responded on local areas way more than the experimental group students did. They responded to 35 local issues which consisted 78% of the all responses. Only 5 comments were recorded on global areas by the control group students which were to be 11% of the all comments. Additionally, the control group students made 5 evaluative comments (11%) on their peers' writings. (Table 3)

Table 3

*Feedback Types Provided in the Third Week*

| | Global | Local | Evaluative | Total |
|---|---|---|---|---|
| Experimental Group | 23(60%) | 8(20%) | 8(20%) | 39 |
| Control Group | 5(11%) | 35(78%) | 5(11%) | 45 |

As a result of the third week's feedback session, the experimental group students gave importance to content while the control group students focused on form. However, the control group students responded to more issues when compared to the experimental group students.

**4.1.4 Comparison of the feedback types given in the fourth week.** In the fourth week of the experiment, the students were asked to write one last opinion paragraph on *'Dangers of the Internet'.* In this week of the experiment, the experimental group students commented on 21 global issues which considered to be 64% of the all responses. They were mostly concerned with the supporting sentences in the writings of their peers. On the other hand, they included 6 comments on local areas (18%). Meanwhile, there were 6 evaluative comments in the comments of the experimental group students.

Contrary to that, the control group students gave importance to form as opposed to the experimental group students. From their total 42 comments, 6 of them (14%) were categorized as global, and 32 of them (76%) as local feedbacks. They included 4 evaluative comments on their peers' writings which considered to be 10%. (Table 4)

Table 4

*Feedback Types Provided in the Fourth Week*

| | Global | Local | Evaluative | Total |
|---|---|---|---|---|
| Experimental Group | 21(64%) | 6(18%) | 6(18%) | 33 |
| Control Group | 6(14%) | 32(76%) | 4(10%) | 42 |

Like the previous weeks, the control group students produced more comments with a number of 42 while the experimental group students produced only 33. It was clearly observed that the experimental group students gave importance to content, while the control group students focused on form.

**4.1.5 Comparison of the feedback types given in the fifth week.** In the first week of the experiment, the students learnt how to write an opinion essay. As a matter of fact, more hours were spent for practice to make the students of the both groups feel comfortable while writing an essay when compared to paragraph writing practice. At the end of the week, the students were asked to write an opinion essay on *'Benefits of learning a new language'.*

In the fifth week's experiment, the students from the both groups produced more comments on different areas. The experimental group students commented on 40 issues while the control group students commented on 59 issues while providing feedback.

The experimental group students responded more on global areas on their peers' opinion essays with a number of 21 which was calculated to be 53%. They included 23% of their comments on local areas (9 items). Besides, they had 10 evaluative comments on the writings of their peers.

On the other hand, the control group students produced more comments as mentioned above. 75% of their comments concerned the local areas with a number of 44 items. They responded to 12 global issues (20%), and they had 3 evaluative comments while providing feedback. (Table 5)

Table 5

*Feedback Types Provided in the Fifth Week*

| | Global | Local | Evaluative | Total |
|---|---|---|---|---|
| Experimental Group | 21(53%) | 9(23%) | 10(24%) | 40 |
| Control Group | 12(20%) | 44(75%) | 3(5%) | 59 |

As a result of the fifth week's experiment on the feedback types on opinion essays, the experimental group students focused on content more than the control group(53%), while the control group students responded more on form (75%).

**4.1.6 Comparison of the feedback types as a whole.** In a 5-week study, the students from the both groups wrote 5 different writings which were 4 opinion paragraphs and 1 opinion essay. The results of the feedback types were also analyzed as a whole regarding the five written assignments and written feedbacks of the students on their peers. During the process, the students were allowed to pick their peers on their own will and they were only asked to reflect on their peers' written assignments.

At the end of 5 weeks, all feedback items of both groups were gathered and analyzed to give a more general idea on the first research question. As it was mentioned above, the experimental group used Web 2.0 tools for written assignments and received feedback on their personal blogs, namely Wordpress. On the other hand, the control group students used papers for writing assignments and the peers provided feedback to their peers on writing papers.

The findings show that the experimental students mostly focused on global areas and 60% of their comments were on content-related issues, 107 items in total. Contrary to that, they focused less on local areas and 23% of the comments were on form-related issues with a number of 40 in total. Totally, the experimental group students included 31 evaluative comments (17%) in their feedbacks considering all 5 weeks.

Table 6

*Overall Feedback Types Provided on All Writings*

| | Global | Local | Evaluative | Total |
|---|---|---|---|---|
| Experimental Group | 107(60%) | 40(23%) | 31(17%) | 178 |
| Control Group | 23(14%) | 185(78%) | 18(8%) | 237 |

As opposed to that, the findings about the control group's feedback types show that they mostly focused on local areas and 78% of their comments were on form-related issues, 185 items in total. However, they included far less comments on global areas and 14% (34 items) of their comments were about content-related issues in their responses. In total, the control group students included only 18 evaluative comments

during the whole feedback process which was considered to be only 8%. On the other hand, the control group students produced more comments in total (237) when compared to the experimental group students (178). (Table 6)

The results show that in a 5-week writing assignments and written feedback process, the experimental group students gave importance to content more whereas the control group students mostly preferred giving feedback on form. According to the results, the use of Web 2.0 tools affected the type of feedback of the students in the experimental group when compared to the control group that used pen and paper for feedback sessions.

### 4.2 Findings Pertaining to Research Question 2

To be able to get an answer for the second research question, the quantitative data was collected regarding the writing scores of the participants. Accordingly, IBM SPSS Statistics 22 software was used in the study. According to Levene's Test for Equality of Variences, the groups were found to be homogenous, as each week's p-value was higher than 0,05 (Table 7).

Table 7

*Levene's Test for Equality of Variances*

| | n. | F | Sig. |
|---|---|---|---|
| Week 1 | 40 | ,201 | ,656 |
| Week 2 | 40 | ,000 | ,992 |
| Week 3 | 40 | ,184 | ,670 |
| Week 4 | 40 | ,209 | ,650 |
| Week 5 | 40 | ,236 | ,630 |

While this being the case, the scores of the students met the homogenity criterion as the groups that were compared all had equal population variances. On the other hand, the mean scores of both groups showed slight differences in each week. (Table 8). In the first week, the mean score of the control group was found to be 63,90 while the experimental group's mean score was 69,90. According to the second week writings of the study, the mean score of the control group was 67,60 while the

experimental group scored 71,85. In the third week, the control group writing mean score was 69,95 while it was 75,65 for the experimental group. Fourth week writing mean score for the control group was 71,05 while it was 75,60 for the experimental group. In the last week of the study, the writing mean score of the control group was 74,65 and it was 79,30 for the experimental group. Therefore, it can be observed through the statistical data that thanks to peer feedback sessions, the writing scores of the students in both groups improved in 5 weeks. (Table 8)

Table 8

*Weekly Group Statistics of Both Group's Mean Scores*

| | | n. | Mean | Std. Deviation |
|---|---|---|---|---|
| Week 1 | Control Group | 20 | 63,90 | 9,657 |
| | Experimental Group | 20 | 69,90 | 11,243 |
| Week 2 | Control Group | 20 | 67,60 | 9,880 |
| | Experimental Group | 20 | 71,85 | 11,403 |
| Week 3 | Control Group | 20 | 69,95 | 11,803 |
| | Experimental Group | 20 | 75,65 | 11,749 |
| Week 4 | Control Group | 20 | 71,05 | 10,976 |
| | Experimental Group | 20 | 75,60 | 12,301 |
| Week 5 | Control Group | 20 | 74,65 | 10,835 |
| | Experimental Group | 20 | 79,30 | 12,868 |

In addition to the numbers above, t-test scores of both groups were obtained to be able to find an answer to the second research question. The data was collected using a t-test and each week's scores were given in Table 9. During the first four weeks, students wrote paragraphs about the given topics above, and IBM SPSS 22 software was used for this procedure as well. After comparing the writing scores of the students in both groups, the first week results showed that there was no statistically significant difference between two groups ($t(38)=,078$; $p>0.05$). In the second week writing results of the study, t-test scores proved that there was no significant difference

between two groups regarding their writing scores (*t*(38)=,215; p>0.05). A similar result was obtained in the third week, and there was no statistically significant difference between two groups regarding the third week writing scores of the groups as well (*t*(38)=,134; p>0.05). Fourth week t-test scores clearly showed that there was no statistically significant difference regarding the fourth paragraph writing scores of the students (*t*(38)=,225; p>0.05). As for the fifth week of the experiment, students wrote an opinion essay on the given topic above and a similar result was obtained in the t-test. The writing scores of the students on opinion essays proved that there was no statistically significant difference between two groups mean scores (*t*(38)=,224; p>0.05).

Table 9

*T-test for Equality of Means*

| | n. | t | df | Sig. (2-tailed) |
|---|---|---|---|---|
| Week 1 | 40 | -1,810 | 38 | ,078 |
| Week 2 | 40 | -1,260 | 38 | ,215 |
| Week 3 | 40 | -1,531 | 38 | ,134 |
| Week 4 | 40 | -1,234 | 38 | ,225 |
| Week 5 | 40 | -1,236 | 38 | ,224 |

In t-test scores, if p-value is lower than 0,05, it means that a significant difference can be asserted. If the p-value is higher than 0,05, that means there is no significant difference. As a result of all weeks, all p-values were higher than ,05 and accordingly, the t-test results proved that there was no statistically significant difference between the experimental group and the control group in terms of their writing performance at the end of the peer feedback process.

### 4.3 Findings Pertaining to Research Question 3

In this part of the results, the interviews with the students will be presented in detail. As mentioned in the methodology chapter, the interviews were carried out with 10 students, 6 of which were in the control group, and 4 in the experimental group. The interviewees took the same questions except for the last one. The last question

was asked to the students who were in the experimental group which was about the use of Web 2.0 tools for peer feedback process.

The interviews were carried out in Turkish to make students comfortable and feel confident during the interviews, and to avoid miscommunication and misunderstanding. The researcher translated the interviews into English later on. An example interview script is also presented in Appendix F.

8 themes were obtained during the interviews which will be presented in the following sub-topics below.

**4.3.1 Advantages of Peer Feedback.** According to the interviews, the advantages of peer feedback process were recorded large in amount. The themes considering the advantages are presented below.

***4.3.1.1 Motivation to study harder.*** In the interviews, it was recorded that the students felt more motivated after receiving feedback from their peers. After the writing assignments, students felt the urge to fix their mistakes thanks to the peer feedback. It was also recorded that without feedback or peer feedback, students were unwilling to study further on their writings and mistakes; therefore, the peer feedback process activated their ambition to reflect on both their writings and the feedbacks they received. The answers to the first interview question present a better view in this sense.

> *"It is nice. Actually, I need it for my success. If I don't get feedback, I cannot know if I am good or bad writer."* (Student 5)
>
> *"So you think that you improve your writing if you get feedback?"* (Interviewer)
>
> *"Yes of course. You can do something, but if you do not know if it is a good thing or a bad thing, it is meaningless. I need to know if I am good at topic sentence, paragraph layout or conclusion paragraph, etc. If I am doing something wrong, I need to fix it as soon as possible."* (Student 5)

On the other hand, one student claimed that he could not get enough feedback from his teachers that is why he found the peer feedback beneficial for his motivation and attitude to writing classes.

> *"Feedback is very important for me, but i cannot receive feedback from my teachers all the time. And if I do not receive feedback, for the next assignment, I lose my ambition and I do not want to write it because I do not know if I am doing it right or wrong."* (Student 3)

> *"So you become more ambitious after you receive feedback, did I get it wrong?"* (Interviewer)
>
> *"You are right. I become more ambitious and I want to fix my writing problems immediately. If I do not receive feedback, I might think that I am a perfect writer but actually I am not. I am B1 level student."* (Student 3)

As it can be clearly seen that peer feedback makes it possible for a better learning atmosphere when teachers are too busy with other things. Additionally, it helps students become ambitious and autonomous learners while providing feedback to each other. In addition, students feel that they need to fix their mistakes immediately as they think that it is a crucial thing in learning to write.

> *"It is a good thing. When I receive feedback, I feel that I have to fix something and I feel like I can be a better student. I had a problem with writing an introduction paragraph but with the help of feedback, I can write a nice introduction paragraph now. Sometimes, I cannot get enough feedback from my teachers and it demotivates me, though."* (Student 10)

The lack of feedback can lead students to become careless and neglectful students. If a proper feedback was not given in time, the ambition or the excitement of a student might be lost. However, when the students are supported with peer feedback, it is possible to keep them motivated and fresh in every situation.

***4.3.1.2 Friendship's benefit on writing.*** It was clear in the interviews that the use of peer feedback helped students benefit from their friendships for their writings. It was stated by some interviewees that thanks to their good friendships with their peers, they took the feedback into consideration and corrected their mistakes accordingly. Related to that, power of friendship can be used to foster learning in language classrooms with the use of peer feedback. Therefore, good friendship levels can have a direct affect on the quality of feedback and the quality of writing assignments.

> *"Studying with your friend is a good thing. Even when it is your best friend, it is better. I study with my peer on our writings and we help each other all the time. I believe that it is better than teacher feedback because you cannot get in touch with a teacher all the time but you can practice anything with your peer. And when it is your best friend, negative comments do not make you uncomfortable at all. It is helpful technique for me."* (Student 5)

It was also claimed that friendship level affects the impact of feedback on students' motivation and attitude. It was stated by an interviewee that if the feedback provider was not someone he trusted, he would not take the feedback seriously when compared to a better friend provider. The answer below was given to the second question of the interview.

> *"This is a hard question. Mmm, I think it is good for me because when I receive feedback especially from a close friend, I feel the urge to fix my problem immediately. It comes from trust I guess."* (Student 1)
>
> *"Is it a problem if you receive feedback from a person you do not like?"* (Interviewer)
>
> *"It is not a problem, but I can question his or her feedback and I cannot completely trust them whether I have a problem on something or not."* (Student 1)

Accordingly, friendship levels can affect the value of feedback provided by peers. Students believe that if they pair with someone they respect or like, they value the peer feedback; therefore, they get into action to fix whatever is needed. Contrary to that, low friendship levels can make the feedback receiver neglect the ideas of the feedback provider. As a result, it might be wise to pair students with appropriate peers as it seemed to have a massive effect on the product of the students.

In comparison to the level of friendship, students seemed to care more about the opinions of their equals. This might be the reason of how the students feel when their teachers provide feedback to the them.

> *"I do not think there are disadvantages of peer feedback, because I get nervous when I receive feedback from you. I care about your opinions on my writings and I know you are knowledgeable, but I do not feel comfortable. On the other hand, if I receive feedback from my peers, I feel like it is a daily, random experience. I do not feel different, and I feel focused on my writing. And it is good to have feedback from my equal because we think similar, so we can see things together in a better way."* (Student 8)

It was also recorded that getting feedback from peers instead of teacher feedback can be more valuable for the students. Some of the students claimed that with teacher feedback, they feel nervous and uneasy; as opposed to that, they gained confidence and focus on their writings with the help of peer feedback.

***4.3.1.3 Fostering reading.*** It was recorded in the interviews that many students (*n*=9) found peer feedback process useful because they had chances to observe their friends' writings. More than receiving feedback from their peers, some of the students claimed that providing feedback is better which allows them to read several writings and have different ideas on writing styles. The students felt happy seeing others' writings which can allow them to have different content ideas.

> *"I don't see any disadvantages in peer feedback process. I like reading my friends' comments on my writing and I find them really helpful. On the other hand, thanks to peer feedback, we can read several writings with different ideas and it helps us organize our new assignments better. More than receiving feedback, reading several writings are helpful for me in this process."* (Student 2)
>
> *"What do you learn after reading your friends' writings?"* (Interviewer)
>
> *"I get different ideas, first of all. I have an idea to build paragraphs, write supporting sentences and others. The most important thing is that I have a chance to look from another window."* (Student 2)

On the other hand, it was claimed that reading their friends' writings was helpful for their own writings where they can reflect on their own ideas and organize their following assignments accordingly. While reflecting on their peers, they not only gave feedback on problematic areas, but also adopted nice ideas for their own writings.

> *"As I mentioned, it is good to both receive and give feedback. Receiving feedback is good. You can check your mistakes in your writing but giving feedback is more important for me. I feel more satisfied while reading my friends' writings because it is crucial to have different ideas, and also, it is nice to have an idea about an organization of a paragraph or an essay. Later on, I can modify my own writing and create something even better."* (Student 4)

As it was claimed by Student 4, he found peer feedback process useful for his own sake in which he can modify his own writings thanks to reading several writings of his friends.

Regarding the interviewee comments, it can be clearly stated that using peer feedback for writing assignments has many benefits on students' both writing and reading skills as it was claimed by many interviewees. In this sense, peer feedback fosters students' metacognitive skills of reflecting upon their pairs in the English learning atmosphere.

**4.3.2 Disadvantages of Peer Feedback.** According to the interviews, there were also some disadvantages of peer feedback process. The main themes about the disadvantages are presented below in detail.

***4.3.2.1 Harmful for Relations.*** Contrary to the benefits of the peer feedback process, the disadvantages of it were recorded in the interviews as well. On of the disadvantages recorded was the risk of the peer feedback for students' friendships. During the interviews, only 3 of the students mentioned this kind of disadvantage but it can be considered as an important one. The answer of Student E was given to the second question of the interview:

> *"It is not very good for me, I think, because when you correct the mistakes of your friend, or when he corrects your mistakes, you can have some problems with each other. My peer used bad words for writing an unorganized paragraph when we wrote on unhealthy life topic and I got mad at him because of his action. We changed our peers after that because I do not want someone to talk to me in a bad manner for a tiny mistake."* (Student 6)

It was claimed that students felt uneasy with their peers' use of improper language. The use of improper language while receiving feedback on their writings made them nervous and uncomfortable, and they wanted to change their peers right after that. Besides, it hurt their friendship due to the use of bad language on their writings.

Secondly, the use of language and the problems between peers might influence the quality of the feedback given. Another interviewee noted that when he got a negative feedback, he could not stay positive while reflecting on his peer.

> *"I try to be kind while providing feedback to my peer. However, if I get a feedback full of negativity, I feel bad. It hurts friendships in my opinion. 'I don't like your introduction paragraph' or 'You have a very bad topic sentence' is not a good way to give feedback, I think. I lose myself when I see those kinds of comments on my writings. I cannot stay positive when I give feedback afterwards."* (Student 9)

As it can be seen in the comments of Student F, the relations between peers, as well as the negativity of the feedback, can affect the quality of the feedback on the writings. That way, the students can provide destructive feedback on their peers' writings which can be of no use for the improvement of writing skills.

***4.3.2.2 Low-Competent Peers.*** Another disadvantage of the peer feedback process was the competency level differences among the students. It was claimed by the students that they felt the feedback process was of no use with low-competent peers.

> *"I like it if my peer is a hard-working student, because if I receive feedback from a, mm how can I say, someone less successful than me, I might not take the feedback into consideration, at all. Therefore, the feedback becomes useless for me. ( Is not it possible to see for that lower-competent student to see something that you cannot see in your writings?) Actually, it might be possible yes, I am not a perfect student, but knowing that his or her grades are lower than me makes me uncomfortable. It comes from prejudice, I guess."* (Student 3)

On the other hand, it was observed that low-competent peers were providing false correction to their peers which demoralized the feedback receivers.

> *"Yes it is advantegous but in a limited way. We have fun while we are providing feedback to each other, but I do not want someone with limited knowledge to help me. Besides, some of them are doing false correction which demotivates me."* (Student 10)

The students stated the fun they were having during the feedback process, but they also added that it was harmful for their writing progress in a particular sense. As it can be clearly seen that a low-competent peer was not that helpful for his high-competent peer, which can lead him to a false idea about his progress.

***4.3.2.3 Necessity of Anonymity.*** Apart from the other disadvantages, one more thing was recorded during the interviews. One student from the control group stated that he felt nervous while receiving feedback as he thought that he could face humiliation by his peers.

> *"Peer feedback is good for finding our mistakes in our writings, but when I know who corrects my writing, I feel nervous. I feel like my friends will humiliate me after reading my writings. If we do not write names on our writings and shuffle papers randomly, the feedback process will be more effective in my opinion."* (Student 7)

As it was claimed, anonymity was offered as an option during the feedback process in the class. He stated his stress and said that he would be more comfortable when he did not know who was the provider on his writings. While this was the case,

an interviewee from the experimental group stated: *"We have a file in which everyone shares their blog links. I don't want everyone to read my writings."*

Some of the students did not want to be open for everyone, wishing to stay anonymous during the peer feedback process. It was also noted that they were afraid of being humiliated by their friends.

**4.3.3 Web 2.0 Based Peer Feedback.** The sixth question of the interview was exclusive to the experimental group interviewees. 4 experimental group students attended the interviews.

***4.3.3.1 Practicality.*** One of the common themes recorded in the interviews was Web 2.0 tools being practical. The students claimed that having the peer feedback process on blogs made their jobs easier and quicker. They also stated that using blogs was time-saving for both writing and providing feedback process.

> *"Well, it is time-saving. We spent some time creating our blogs, but in the end, it has become more practical as well. Besides, nobody wants to do activities with old-fashioned ways anymore."* (Student 3)
>
> *"It's practical. Sometimes, I don't understand a word in my peer's writing and I can quickly look for words on an online dictionary. It's better to be practical these days. Time is precious."* (Student 2)

As it can be obviously seen that using CMC tools during the peer feedback process allowed students to save time for their writings and they felt more comfortable while providing feedback. It was also noted that the students were tired of using old methods such as writing a whole essay on a piece of paper.

***4.3.3.2 Fun.*** Another aspect is that the visuality of using blogs for writings. The students modified their blogs however they wanted and they added some pictures on their homepages and essay pages. This helped them draw the attention of the feedback provider where a good quality of feedback was given by the peers.

> *"I feel like I create connection with my peer while using blogs. If we did this with papers, I would just underline the mistakes and return them. But online, I feel comfortable while responding to my friend's writing. It's fun."* (Student 1)

It was also clear that using old-fashioned ways would decrease the quality of the feedback given. As it was stated by Student D, the students were not very interested in reading papers and giving feedback accordingly.

As a conclusion, there were both advantages and disadvantages of the peer feedback process which were recorded in the interviews. The opinions of the students were given as themes above in terms of the standarts of a semi-structed interview. The discussion on the answers of the students will be presented in the discussion chapter.

# Chapter 5

# Discussion

In this chapter, the discussion of the research questions will be presented in detail regarding the results of the research questions given above.

## 5.1 Discussion of Research Question 1

The need was felt by the researcher to find out the differences of the feedback types of the students between two groups regarding the use of technological tools in the classroom. As technology has become indispensable part of our lives, it was necessary to investigate the effect of the technological tools in students' language learning process. Therefore, the pure effect of technology in peer feedback process was investigated in the present study in detail. The results of the study indicate some similarities to some other studies while there are some different results obtained in the study compared to others. As it can be clearly seen from the results chapter that in the first week results, the feedback components of the experimental group were mostly on global areas where the control group mostly commented on local areas. Regarding the second week, the experimental group preferred global areas again but the control group students cared less about global areas. Third week's results were not different as the experimental group mostly commented on global issues where the control group students focused on local issues. In the fourth week feedback session, the experimental group focused mostly on global areas; however, the control group's global comments were only about 14%. Last week of peer feedback session on opinion essays were no different compared to the previous weeks. The experimental group focused mostly on global areas where the global comments of the control group were far less compared to the experimental group. In overall, the experimental group students' comments consisted mostly of global issues. As opposed to that, the control group students mostly focused on local areas. The reason behind this is the different use of tools for the feedback process. It is clear that different tool use for the feedback process affect the way students provide feedback to their peers as they have limits in some extent. That

said, it is not possible for students to circle or underline the mistakes of their peers on a web page and use suggestions on word or phrase. On the other hand, it is not possible for those who use papers for peer feedback, to write long and detailed comments to provide feedback for their peers. As a result, there was difference in the way students provided feedback to their peers in the research. Apart from that, providing feedback on global areas or local areas can affect the performance of the students in the following assignments. To explain, when students responds mostly on global areas on their peers' writings, they might tend to care more about content in their own writings. Alternatively, if students comment more on local areas such as grammar and spelling, it might be possible for those students to focus on local issues in their writings as well. As a result, the scores of students might show differences in terms of content, organization, language use, vocabulary and mechanics.

The result of the present study showed similarities to Liou and Peng's study (2009) where they found out that use of blogs made students focus more on global areas. However, PR training was given to the students and there was no control group in that study to compare the differences of both groups. Secondly, Chiu and Savignon (2006) also found that the students who used blogs for peer feedback process focused more on global issues where local issues were considered to be less important. On the other hand, a study conducted in Turkey by Can (2019) found that students who received feedback training using technological tools responded more on global issues compared to the control group who received no feedback training. Nevertheless, it was not accurate whether the feedback training or the technological tool use had driven students to focus more on global areas. Apart from that, Tuzi (2004) conducted a study about the effects of e-peer feedback but did not include a control group in the study. In a wiki mediated study, Woo, Chu and Li (2013) found that the students who were accustomed to using technological tools focused more on global areas compared to other two groups. Apart from these similarities, there was a contradiction with some studies as well. Lei (2017) found that 74% of the comments were about local issues and the reason was based upon low-competency levels of the students. In the present study; however, it was found that competency levels of the students do not have anything to do with the feedback types of the students. On the other hand, the results contradicted the findings of Pham  Usaha (2016) who conducted a study about blog-based peer response, where they found that 51% of the comments were on local issues.

The number of feedback components also showed differences in the study. Regarding the total number of feedbacks provided by the students in both groups, the experimental group students commented on 178 issues in total, where the control group students responded to 237 issues on their peers' writing assignments. Similar to the present study, Lei (2017) found that global comments were outnumbered by the local comments, which meant that students gave more importance to local issues during peer response process. On the other hand, the results contradicts with the findings of Can (2019) where the experimental group students using technological tools who also received peer feedback training provided more comments to their peers compared to the local group. On both opinion and narrative essays, the experimental group students provided more feedback and outnumbered the control group. It can be explained in such a way that students who have a detailed idea of what they can do in the peer feedback process might outperform those who do not receive peer feedback training.

It can be concluded that the different tool use affected the way students provided feedback to their peers. In the end, it can be definitely stated that the experimental group students could see intangible issues such as unity of the paragraph, topic related issues, and commented accordingly. Contrary to that, the control group students had comments on more visible issues such as mechanics, vocabulary and grammar. The reason is obviously the use of different tools for writing and providing feedback, which influences the point of view of students while responding to their peers. The current study is parallel to the studies mentioned above.

### 5.2 Discussion of Research Question 2

In the field of literature, there are not many studies which were conducted to investigate the pure effect of Web 2.0 tool-based peer feedback on students' writing performances and the comparison of experimental and control groups. Therefore, it was felt necessary to conduct a study regarding this issue by the researcher. It can be clearly stated from the results of the present study that peer feedback procedure has an important effect on students' writing performance which fosters learning process. As it was given in Table 8, mean score of the control group in the first week was 63,90. At the end of the peer feedback process (Week 5), the mean score of the control group was 74,65. On the other hand, the experimental group finished the first week with a

mean score of 69,90 and had 79,30 at the end of the fifth week. This shows improvement in both groups as, regardless of which tool was used for the groups in the study, both groups learnt how to perform better in their writing assignments. Similar to the present study, Woo, Chu and Li (2013) found that use of wikis and peer feedback/revision process improved the writing performances of the students in the study. However, they tried to find the answer using other data, as they did not have a proper control group. On the other hand, Can (2019) claimed that both groups in the study showed improvements regarding their writing scores; however, teacher feedback was also included during the period of the study which can definitely affect the performance of the students.

Apart from that, the use of Web 2.0 tools did not somehow have any effect on the experimental group where the students of both groups showed similar improvements in their writings during the period of the study. However, it can be asserted that the experimental group students improved their content-based knowledge as they received more comments on content-based issues. On the other hand, the control group students improved their form-focused knowledge as the main issues the peers of the control group focused on local issues.

Regarding the Web 2.0 tool-based peer feedback in the study, independent samples test results showed that there was no statistically significant difference between the writing scores of the experimental group and the control group. P-values of each week's mean writing scores were higher than 0,05 which proved that neither of the groups was superior to another. It can be surely said that, regardless of the tools they used in the period of the study, both groups showed similar improvements regarding their mean writing scores, which was also found the same way by Cha (2008). It can be also said that both groups started at a similar level and finished at a similar level at the end of the study. The reason behind this issue might be the availability of resources for today's students. It is a well-known fact that all students have access to various kinds of resources including technological devices such as mobile phones and computers. It was found that the use of peer feedback had positive effect on both groups, but use of Web 2.0 tool use was not more advantageous to the experimental group. Cha (2008) claimed that there was no significant different between the groups; however, chatting was implemented to the experimental group which can be considered to be a 'not very effective' method. Dizon and

Thanyawatpokin (2018) also conducted a study to test the results of different tool use, and they found that there was no significant between the experimental group and the control group in their study; however, one group used Facebook and the other used Blogs. Similar to the present study, Can (2019) also found that there was no significant difference between the experimental and the control group in the study.

As a result, there was not a statistically significant difference between the two groups in the study. In this sense, it can be clearly stated that Web 2.0 tool use did not provide an advantage for the experimental group where they performed a similar improvements in terms of their writing performances at the end of the study. In this sense, the present study shows similarities to the studies mentioned above.

### 5.3 Discussion of Research Question 3

To be able to explain and elaborate on the quantitative data, qualitative data collection was felt necessary by the researcher. In the field, there are a great number of studies about the perceptions of the students on peer feedback and technological tools. As the advantages of the peer feedback, it was good for students to receive feedback on their writings as they would learn which path to follow and how they were going with their writings. They claimed that without having someone to assess their writings, they felt demotivated to move forward and produce better in their following assignments. Similar to the present study, Tuzi (2004) came up with the same conclusion as it was found that students were able to focus on the strengths and weaknesses on their writing assignments. Additionally, Harutyunyan and Poveda (2018) claimed that helping each other in the peer feedback process helped peers gain respect mutually. The students claimed that using Web 2.0 tools was a total attention-grabber where they could modify their blogs according to their own taste of design, which could draw the attention of the feedback providers to be interested in giving feedback of good quality to their peers. The findings about Web 2.0 tool use are proved to be in line with the conclusion Ciftci and Kocoglu (2012) came up, as they stated that the students went under a motivation boost while both creating and commenting with the help of their blogs. Contrary to the benefits of the peer feedback, there were minority of students who claimed that they were not comfortable enough during the feedback process, and they were concerned with low-competent peers. Similar to this issue, Kunwongse (2013) showed that the students preferred teacher feedback because

of the lack of confidence in their peer reviewers. Apart from that, O'Connell and Dyment (2016) found that some of the students preferred basic technologies because they were not comfortable using technological tools in their study.

As a result, it can be clearly understood that attitudes of the students towards the use of peer-feedback on their writings and the use of Web 2.0 tools are proved to be positive. The present study is also parallel to the other studies conducted by Yücel (2017); Huang (2016); Mehri and Izadpanah (2017); Biber, Nekrasova and Horn (2011); Yonesaka (2017); Nicolini and Cole (2019); Zhu and Carless (2018); Liu and Carless (2006).

### 5.4 Conclusion

In the light of both quantitative and qualitative data, the use of peer feedback helped both group students improve their writing skills. It can be surely said that the use of peer feedback fostered critical thinking and allowed students to reflect on their peers' writings while having new ideas for their following assignments. It has been proved that the use of peer feedback is an effective model contrary to teacher feedback. Apart from that, the use of Web 2.0 tools allowed the experimental students to focus more on content such as organization, paragraph components, unity of the writing while the control group, which used pen and paper for their assignments focused more on form such as mechanics, grammar, etc. On the other hand, using papers allowed the control group to circle, underline and correct whichever item they wanted which led them to comment more on all areas.

Regarding the effect of the peer feedback, both groups showed improvements in 5 week study and they had similar improvements regardless of their groups. The Web 2.0 tool use did not provide an advantage for the writing performances of the experimental group, where the results of the t-test showed no statistically significant difference between the experimental group and the control group. On the other hand, the interview results were obtained from both group's voluntary interviewees, where there was no important difference concerning the groups. Simply put, the general idea was proved to be about the positive effect of peer feedback.

To conclude, the study put forth the results of both quantitative and qualitative data. The data presented that the peer feedback procedure had many advantages on both groups regardless of the tool they used. The only difference was the type of

feedbacks which could be understood from the style of the tools. Additionally, most of the students claimed that it had been beneficial for them during the study.

Considering all the things mentioned, the use of peer feedback in the classroom had positive effect on the writing performances of the students, whereas the use of Web 2.0 tools did not present a concrete result. Therefore, a desired classroom atmosphere can be reshaped by using the results of the current study.

### 5.5 Suggestions for Further Study

For further study, the longer research period is advised to have more concrete data about the responses of the students. As it was mentioned in the limitations part, the writings might be on either paragraphs or essays, as the feedback responses might show differences comparing paragraphs to essays. It is also clear in the study that the students responded more on essay writings.

Another aspect can be not only analyzing the total writing scores of the students, but also analyzing all parts regarding content, organization, vocabulary, language use and mechanics to have an idea if the feedback of students on global issues and local issues have direct impact on those parts of the writing rubric.

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## APPENDICES

## A. WRITING SYLLABUS OF THE INSTITUTE

| WEEK | DATE | CHAPTERS | TOPICS | FOCUS POINTS (FUNCTIONS AND LANGUAGE DEVELOPMENT) |
|---|---|---|---|---|
| Week 1' | October, 7-11 | Introduction to the course<br><br>Chapter 1:Paragraph Structure | Communication | -identify the parts of a paragraph<br><br>-construct an appropiate topic sentence<br><br>-support the topic sentence with details<br><br>-Distinguish facts from opinions<br><br>-use a concluding sentence<br><br>-write,revise and edit the paragraph |
| Week 2' | October, 14-18 | Chapter 2: Unity and coherence<br><br>e-mail writing | Health and medicine | organise a unified paragraph around one central idea<br><br>-construct a coherent paragraph by: repeating key nouns, using consistent pronouns, using transition signals to link ideas, arranging ideas in logical order<br><br>Write, revise and edit a paragraph about health |
| Week 3' | October, 21-25 | Chapter 3: Using Outside Sources | Environment | cite sources of outside information used for reference<br><br>-use direct and indirect quotations as supporting details |

| | | | | |
|---|---|---|---|---|
| | | | | -correctly paraphrase information from outside sources<br>-summarise outside sources used as support<br>-write,revise and edit the summary of an article about "aviation" |
| Week 4' | October, 28-November 1 | Chapter 4: From Paragraph to Essay | Internet and technology | identify the parts of an essay<br>-analyze an essay's introduction and conclusion<br>-construct an appropriate thesis statement<br>-support the thesis statement with body paragraphs<br>-organize an essay, using transition signals as necessary |
| Week 5' | November, 4-8 | Chapter 5: Opinion Essays | Language learning | analyze an opinion essay<br>-organize essay writing<br>-construct a thesis statement for an opinion essay<br>-use transition signals to show chronological order<br>-write, revise and edit an opinion essay about language learning |

## B. CODING SCHEME FOR STUDENTS' WRITTEN COMMENTS

| Global Comments are about: | Local Comments are about: | Evaluative comments are about: |
|---|---|---|
| • The presence of main idea and the relevance of controlling idea to the main idea<br>• Thesis statement<br>• Development and clarity of supporting ideas<br>• Purpose and audience<br>• Consistency in point of view and genre<br>• Paying attention to the key terms<br>• Appropriateness of topic<br>• Logical arrangement of ideas<br>• Paying attention to the essay structure | • Grammar<br>• Vocabulary<br>• Punctuation<br>• Spelling<br>• Clarity of sentences<br>• Rephrasing | • What students think about the essay as a whole |

## C. ESL COMPOSITION PROFILE

**ESL COMPOSITION PROFILE**

STUDENT DATE TOPIC

| SCORE | LEVEL | CRITERIA | COMMENTS |
|---|---|---|---|
| CONTENT | 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 | |
| ORGANIZATION | 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 | |
| VOCABULARY | 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 | |
| LANGUAGE USE | 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 complex 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 | |
| MECHANICS | 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

## D. INTERVIEW QUESTIONS

**English**

1- What is your opinion about receiving feedback on your writings?

2- What do you think about receiving feedback from your friends?

3- What are the advantages or disadvantages of peer feedback?

4- How does it feel to give feedback to friends and receive it from them?

5- What can be done to improve peer feedback procedure?

6- What do you think about using peer feedback through Web 2.0 tools(Blogs)? (Extra question for the experimental group)

**Türkçe**

1- Yazdıklarınıza dönüt almak hakkındaki fikriniz nedir?

2- Arkadaşlarınızdan dönüt almak hakkında ne düşünüyorsunuz?

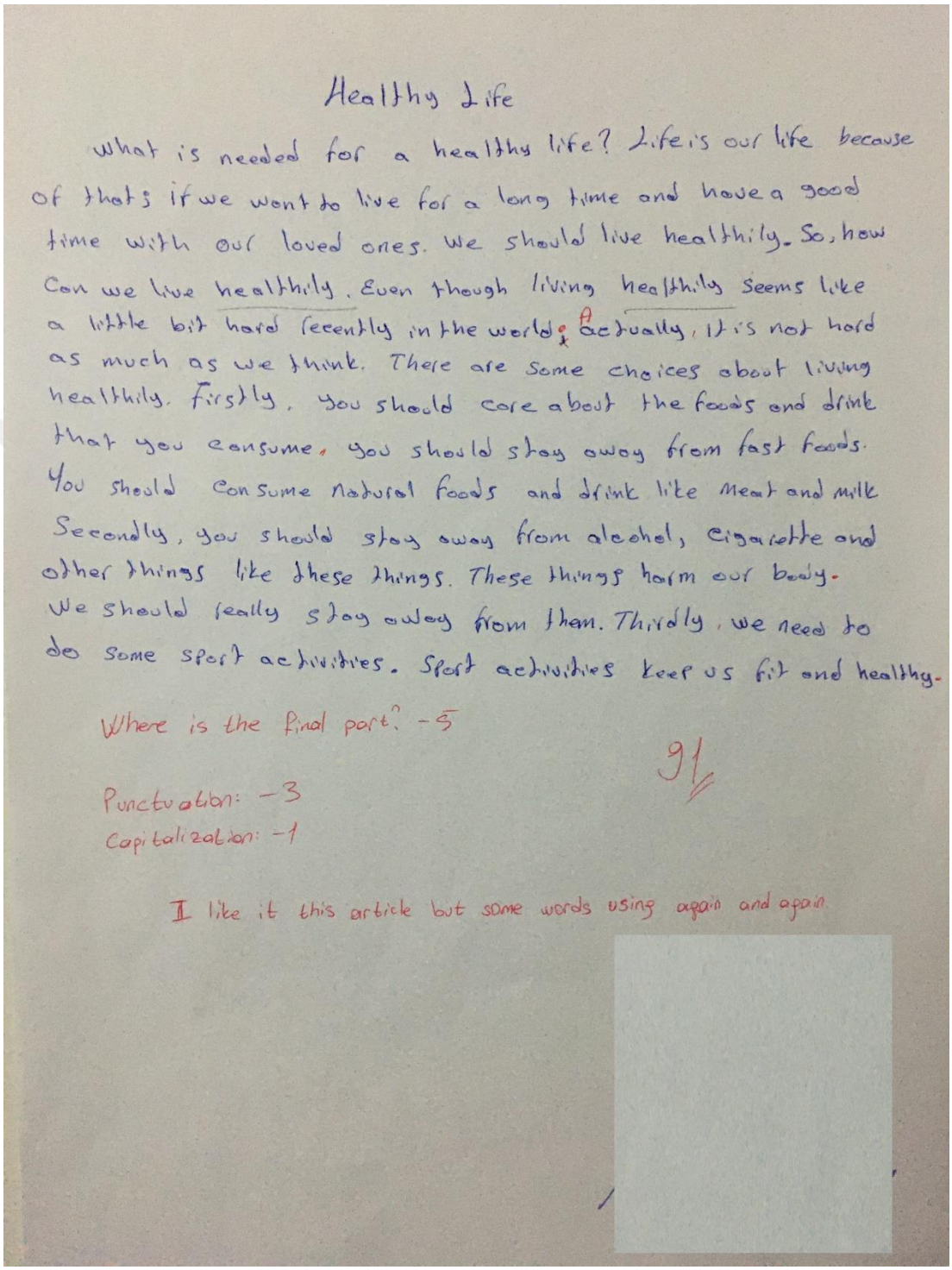
3- Akran dönütünün olumlu ve olumsuz yanları nelerdir?

4- Arkadaşlarınıza dönüt vermek ve onlardan dönüt almak nasıl bir his?

5- Akran dönütü yöntemini geliştirmek için neler yapılabilir?

6- Bilgisayar destekli araçlarla yazılarınıza dönüt almak hakkında ne düşünüyorsunuz?(Deney grubuna özel soru)

## E. STUDENT WRITINGS AND PEER FEEDBACK



Healthy Life

what is needed for a healthy life? Life is our life because of that's if we want to live for a long time and have a good time with our loved ones. We should live healthily. So, how can we live healthily. Even though living healthily seems like a little bit hard recently in the world. Actually, it is not hard as much as we think. There are some choices about living healthily. Firstly, you should care about the foods and drink that you consume. You should stay away from fast foods. You should consume natural foods and drink like meat and milk Secondly, you should stay away from alcohol, cigarette and other things like these things. These things harm our body. We should really stay away from them. Thirdly, we need to do some sport activities. Sport activities keep us fit and healthy.

Where is the final part? -5

91

Punctuation: -3
Capitalization: -1

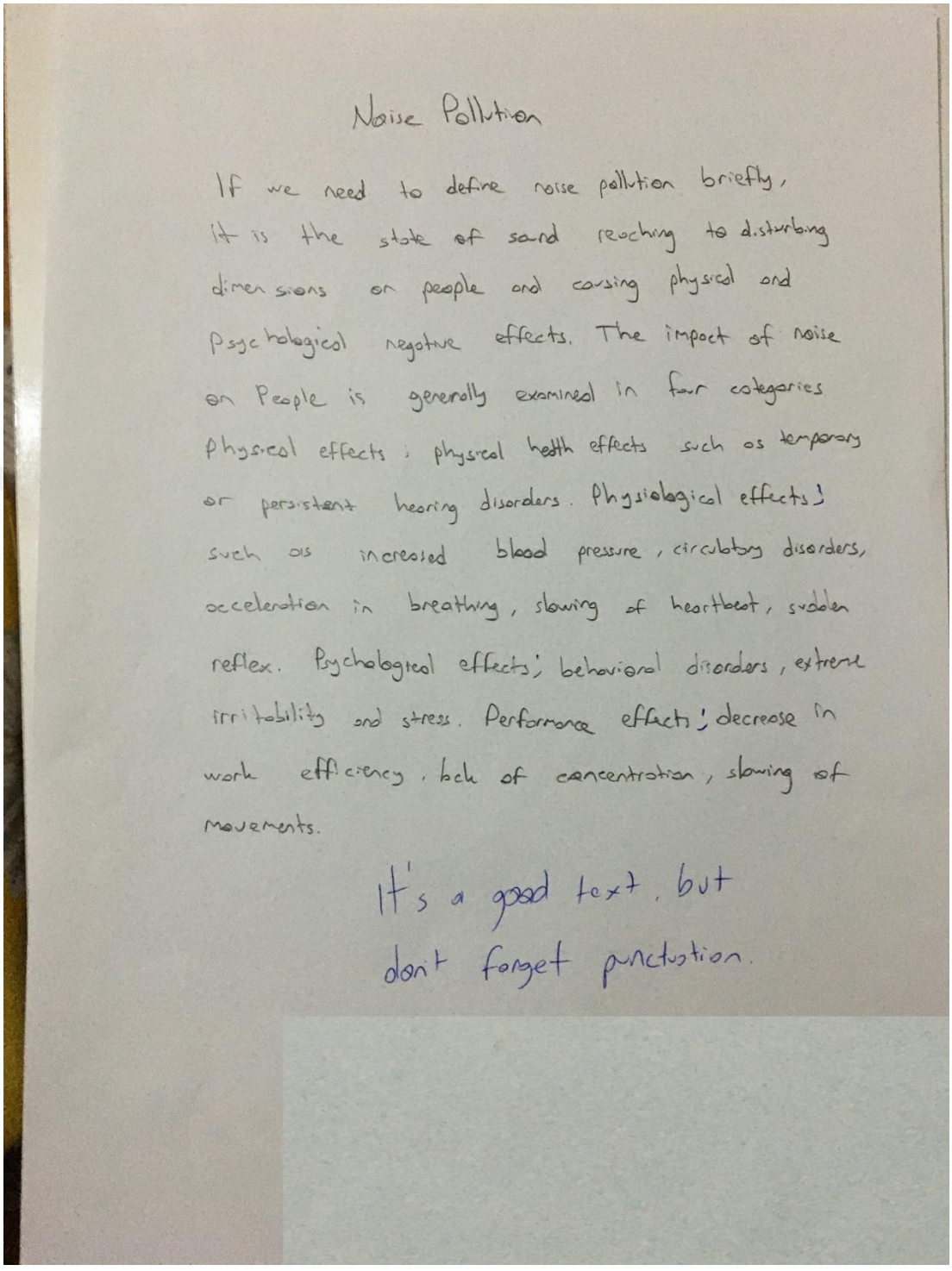
I like it this article but some words using again and again.

# Being Healthy

Do you really think that you are a healthy person? If your answer is yes why do you think that way, what is your justification to think in that way? In todays world there are 7 billion people living in our world. Most of them thinks they are healthy, fit, form and solid. But the answer should be no, not many of us are healthy To be healthy we must think healthy, eat healthy, keep healthy etc. And not many of us does these things right. So I think, to be healthy we must do these things right. May people think that being fit it's a big business. But no, if you don't have any health problems you can get easily fit and well you must think in your head, talk to yourself: "If not me then who" Being fit is the first rule of being healthy and when you get fit other stuff would come along. Yes you may have nice body fat yes you might have the best 6 packs in the universe but you must not forget that everything gets done in the mind. So long story short you must keep your mind healthy in order to get a healthy body.

you have good details and examples. But your writing isn't good dude, because some words I couldn't read. 96/100.

Nice job :)



Noise Pollution

If we need to define noise pollution briefly, it is the state of sand reaching to disturbing dimensions on people and causing physical and psychological negative effects. The impact of noise on People is generally examined in four categories Physical effects ; physical health effects such as temporary or persistent hearing disorders. Physiological effects ; such as increased blood pressure , circulatory disorders, acceleration in breathing , slowing of heartbeat , sudden reflex. Psychological effects ; behavioral disorders , extreme irritability and stress. Performance effects ; decrease in work efficiency , lack of concentration , slowing of movements.

It's a good text , but dont forget punctuation.

TELEPHONE CONVERSATIONS

Changing and developing world, everybody uses a phone to 1 communication 2 easy. Some people are disturbing other people with loud voice because they can talk loud 3 I have an experience about this. One day, there was very signeficant 4 exam for me so I wanted to study hard in 4 library. A person entered the library 5 door. Most probably, she called her friend but she was talking 6 loud voice. She disturbed everybody who 7 studied lesson. I 8 have an idea for this problem and I solved this problem. To sum up, we should 9 attend our talking because we shouldn't disturb other people.

70/100

1→ communicate
2→ easily
3→ loudly
4→ in the library
5→ from the door
6→ loudly
7→ who were studying
8→ had
9→ be careful

# need for life

if People want to long and healty life. There are necessary things first of all spor. Every People should do regulor spor. for example. People can walk on street every morning and can go to gym. People do crosfit. People eat something evey dog but foods is very imPortant. People can eat frosh, natural and new foods People must work for life and every job has stress. if we don't learn to do control at stress. A hard life wait us. These are my advices I try these for my life. I hope, I can do.

(M) = you used to after go, but you should use it before a place that is obvious in that sentence, we don't know which gym you are talking about. So you should use a instead of to.

conscious consumerism. Moreover, we shouldn't use the deodorant and we should use the public transportation so we can contribute to save the world. Finally, recycle. That is most important thing ever. Why? Because, we can protect to trees thanks to recycle. Trees is alive. If we throw away our trash other creatures will die because we destroy the their habitat.

**Bunu paylaş:**

Twitter Facebook

Beğen

Bunu beğenen ilk kişi olun.

16 Kasım 2019 Genel

Önceki Yazı
**Dangers of our part of life**

Sonraki Yazı
**Unknown Man**

## One thought on "Our duties against to world"

You couldn't explain your topic in topic sentence. I don't understand. your examples are very short . your writting has a bad end. I am so upset but it is bad writting.

Beğen

In the end of, learning new languages can take part in our life because both of to increase our culture level and it provide the advantages in our life. No doubt in my mind that, this should be English because it is most current language in the world. Finally, we should learn new languages and develop ourself.

**Bunu paylaş:**

Twitter Facebook

★ Beğen

Bunu beğenen ilk kişi olun.

16 Kasım 2019 Genel

Önceki Yazı
**Unknown Man**

Sonraki Yazı
**Biggest wealth**

## One thought on “My Masterpiece”

Really, you have written very good essay. You ruled over your topic but your grammer can be more better. you made little mistakes. immediately you can fix your grammer. Have nice day!

★ Beğen

but there are many dangerous sides of the internet.You may obtain false and harmful Information and your personal information can be stolen from the internet.In addition to this, it might cause addiction and you may have physical diseases due to spending too much time on the internet. There are many other dangerous sides like this. Everything should be used as needed.

**Bunu paylaş:**

Twitter Facebook

★ Beğen

Bunu beğenen ilk kişi olun.

10 Kasım 2019 Genel

Önceki Yazı
**Suicide**

Sonraki Yazı
**Benefits Of Know Extra Language**

## “Real Internet”

This topic is good but you may be more spesific about it. for example you can give more informations about those addiction issues and diseases. Also you should explain the other side effects.

★ Beğen

Cevapla

life is sports. Even not often due to the tempo of our daily lives, sports such as walking, cycling and running at least once a week have important for us. Another important factor is regular sleep. Sleep is one of the most basic needs of our bodies. In addition, it should never be forgotten that we should be happy despite everything. It is possible to maintain a healthy life with all these.

**Bunu paylaş:**

Twitter Facebook

Beğen

Bunu beğenen ilk kişi olun.

3 Kasım 2019 Genel

Önceki Yazı
**Environment Is Everything**

Sonraki Yazı
**Suicide**

## “Secret Of Healthy Life”

I didn’t get “Force the Stomach” part. Your advices are good but what should we do if we don’t have a right to decide to eat something? As you said that water is so important for a healthy life. I am agreeing with you in that case. But you can add that we can also use suppliers in our daily life.

Beğen

Cevapla

or we shouldn't talk loud voice on society. We must use technology devices without disturbing anyone. I hope people pay attention these rules.

**Bunu paylaş:**

Twitter Facebook

★ Beğen

Bunu beğenen ilk kişi olun.

30 Ekim 2019 Genel

Önceki Yazı
**My First Blog Post**

Sonraki Yazı
**FOR LIVING**

## "DON'T SHOUT IN COMMUNITY" için 2 yorum

Good ending part but you should give more details in first and second paragraphs. For instance, in the second paragraph , paragraph is not clear. Maybe it is clear but not enough. By the way, get well soon.

★ Beğen

Cevapla

11 Kasım 2019 Genel




It seems to me that the internet is one of danger to our life. Nowadays, the Internet affects mignificially. There are three reasons why it's harmful to people. It spends all of your free time, is full of wrong pieces of information and causes you to mix real life and virtual life. Initially, people don't realize how much time they use the internet. According to parents said, their children spend 7-9 hours using a computer. However, children should spend time outside. They must play outdoors games such as skipping and blind man's buff. In addition, being on the computer for hours causes health problems for young children. Unfortunately, they slouch and doctors don't cure them. Secondly, the internet contains lots of web pages. Therefore, it has lots of wrong information. If you don't know really something, you won't trust it. Internet programmers don't check pages daily. Last but not least, some people confuse with real to unreal life. Sometimes, people give money to internet games. The dangerous game is Bluewhale that I ever seen. This game triggers off committing suicide. Especially, teenagers played it and died. We should control the people around us. In conclusion, the internet seems innocent but it's an enormous danger thing. We must tend to spend time outside, check the information that we search and realize life.

# Our duties against to world

16 Kasım 2019 Genel

Everyone has responsibilities against environment. For example, environment cleaning, conscious consumerism and recycle. This responsibilities really important for environment and we can save the world thanks to this responsibilities. Firstly, environment cleaning. This part so easy for us because this is humanity duty and we don't have to try hard things. There are lot of trash boxes. Secondly, we should take a part in environmental groups and we should give to advise to people. So we can be conscious consumerism. Moreover, we shouldn't use the deodorant and we should use the public transportation so we can contribute to save the world. Finally, recycle. That is most important thing ever. Why? Because, we can protect to trees thanks to recycle. Trees is alive. If we throw away our trash other creatures will die because we destroy the their habitat.

# Benefits of Foreign Languages

12 Kasım 2019 Genel




Don't you think that learning a new language is so advantageous? Researches told us to people who know more than one language are living a better life. I think that there are a lot of benefits of learning a new language. Such as watching movies and tv series without subtitle, downloading cracked games from foreign sources and making friends from every corner of the earth.

If you learn a new language, you can have the opportunity of watching movies without subtitle. You can follow the stream easily with that. When you are watching a thing recorded with a foreign language, and you are using your native language subtitles your brain may got confuse. Not only that also sometimes you can't find a

# How To Live Healthy

31 Ekim 2019 Genel

Living with a healthy lifestyle is so important. You can even see your grandson's grandson. For a healthy lifestyle we must consume more vegetables and fruits. Eating junky and fastfood makes you unhealty and it restricting your life time. While regulating your eating habits also you must do sport. Every day 30 minute is enough for your body to be a healthy person. Smoking is your health's biggest enemy. Do not smoke in any situation. Some people might argue that smoking relaxes you. This is totally wrong. It only make you closer to death. This 3 easy rules makes you healthy person. It's profit that when you return from harm.

## F. AN EXAMPLE OF AN INTERVIEW SCRIPT

Interviewer: Hello Student 1, welcome.

Student 1: Hello sir, with your permission.

Interviewer: Yes, be seated please. As you know, we are going to have an interview together, and I have 6 questions for you. There is nothing to get nervous and consider this as a daily conversation with a friend. The questions are about peer feedback process and I am curious about your opinion about the questions. Besides, we do not have any time limit, so be comfortable. If you are ready, we can start.

Student 1: Ready, sir. I am not nervous but a little excited.

Interviewer: Alright then. What is your opinion about receiving feedback on your writings?

Student 1: My opinion... I think feedback is a must for writings, because written feedback is very helpful for my English development and I can see my mistakes clearly contrary to oral feedback.

Interviewer: Thank you. What do you think about receiving feedback from your friends?

Student 1: This is a hard question. Mmm, I think it is good for me because when I receive feedback especially from a close friend, I feel the urge to fix my problem immediately. It comes from trust I guess.

Interviewer: Is it a problem if you receive feedback from a person you do not like?

Student 1: It is not a problem, but I can question his or her feedback and I cannot completely trust them whether I have a problem on something or not.

Interviewer: Thank you. What are the advantages or disadvantages of peer feedback? What is your opinion on this question?

Student 1: I think I talk about the advantages. It is important to see your mistakes and learn from your mistakes. I don't think there are any disadvantages of peer feedback.

Interviewer: Thank you. The next question is: How does it feel to give feedback to friends and receive it from them?

Student 1: It is fun for me. We discuss about lessons from time to time in our free time, not very often, we talk about games much more. Anyway, it is good to have comments on my writings from my friends because they are my equal as English level, and we can correct things together in a friendly way. I think it's beneficial.

Interviewer: Alright, thank you. Here comes your next question: What can be done to improve peer feedback procedure?

Student 1: I think you should match us for feedback process. If you leave us free to pick our peers, sometimes it can be difficult. Besides, some of our friends are left alone and I think it's not good for them.

Interviewer: Any other suggestions?

Student 1: No, I guess. That's all I can think of.

Interviewer: Your last question then. What do you think about using peer feedback through Web 2.0 tools(Blogs)?

Student 1: I feel like I create connection with my peer while using blogs. If we did this with papers, I would just underline the mistakes and return them. But online, I feel comfortable while responding to my friend's writing. It's fun.

Interviewer: Alright, Student 1. Thank you for your answers. That's it for me. Would you like to add something?

Student 1: No, sir.

Interview: Okay, then. Thanks again. This is the end of the interview. Have a nice day.

Student 1: Thanks, sir. You, too.

## CURRICULUM VITAE

### PERSONAL INFORMATION

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### EDUCATION

| Degree | Institution | Year of Graduation |
|---|---|---|
| BA | Ankara Üniversitesi | 2013 |
| High School | Edirne Lisesi | 2009 |

### WORK EXPERIENCE

| Year | Place | Enrollment |
|---|---|---|
| 2014-2015 | Ekomak Compressor | English Language Teacher |
| 2017-... | Turkish Air Force Academy | English Language Instructor |

### FOREIGN LANGUAGES

English (Advanced), German (Elementary)

### CERTIFICATES

Teachers of Aviation English Course (Mayflower College)İstanbul/TÜRKİYE

### PERSONAL INTERESTS

Aviation and Space, Technology, Sports