



## Effects of Combined Peer-Teacher Feedback on Second Language Writing Development\*

### Birleştirilmiş Akran-Öğretmen Dönütünün İkinci Dilde Yazma Gelişimine Etkisi

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**ABSTRACT:** This study attempts to test the effectiveness of a feedback model which combines teacher and peer feedback systematically on improving students' writing ability in the context of a multiple draft writing course. 57 Turkish EFL students participated in the study which lasted for a 15-week semester. The experimental and control groups were provided different feedback treatments and then statistically compared in terms of the revisions they made in their essay drafts and their writing improvement. A total of 1197 essay drafts, were coded and compared for three types of revisions: content, organization and form. In order to collect data on students' attitudes towards writing and feedback, students were given a questionnaire and asked to write reflections about their writing process. Çalışmanın sonuçları göstermiştir ki, geleneksel öğretmen dönütü modeli genel anlamda daha fazla düzeltme yapılmasını sağlarken, iki farklı dönüt uygulaması düzeltme kalitesi ve yazma becerisi gelişmesinde istatistiksel açıdan farklı sonuçlar ortaya çıkarmamıştır. The results of the study revealed that while the traditional teacher feedback model created more revisions, the two different feedback models did not create statistically meaningful differences in terms of number of revisions and writing quality. However, the combined peer-teacher feedback model was found to be more successful in creating more positive attitudes towards peer feedback and self-revision. In terms of attitudes towards the difficulty of writing activity, on the other hand, important differences were not detected. Based on these results, suggestions have been made about the design and application of feedback activities in the writing class.

**Keywords:** Peer feedback, teacher feedback, revision, drafting, L2 writing

**ÖZ:** Bu çalışma öğrencilerin ve öğretmenlerin dönüt verme sorumluluğunu sistemli olarak paylaştıkları bir akran ve öğretmen dayanışmalı dönüt modeli geliştirerek bu modelin etkinliğini süreç yaklaşımı izlenen ve çok sayıda taslak yazımına dayalı bir yazma dersi kapsamında değerlendirmeyi amaçlamaktadır. 15 haftalık bir yarıyılı kapsayan çalışmaya 57 Türk İngilizce yabancı dil öğrencisi katılmıştır. Deney ve kontrol gruplarına farklı dönüt uygulamaları sağlanmış ve gruplar makale taslaklarında yaptıkları düzeltmeler ve yazma gelişimleri açılarından istatistiksel olarak karşılaştırılmışlardır. Toplamda 1197 makale taslağı içerik, düzenleme ve yapı olmak üzere üç farklı düzeltme türü için kodlanmış ve karşılaştırılmıştır. Öğrencilerin yazmaya ve dönüte karşı tutumları hakkında veri toplamak için öğrencilere bir anket uygulanmış ve yazma süreçleri hakkında düşüncelerini yazmaları istenmiştir. Çalışmanın sonuçları göstermiştir ki, geleneksel öğretmen dönütü modeli daha fazla düzeltme yapılmasını sağlarken, iki farklı dönüt uygulaması düzeltme sayısı ve yazma becerisi gelişmesinde istatistiksel açıdan anlamlı farklar ortaya çıkarmamıştır. Bununla birlikte, akran ve öğrenci dayanışmalı dönüt modeli, öğrencilerde akran dönütü ve kendini düzeltme konularında olumlu tutumlar oluşturması açısından daha başarılı bulunmuştur. Diğer taraftan yazma becerisinin zorluğuna karşı olan tutumlarda önemli farklar tespit edilmemiştir. Bu sonuçlara dayanarak, yazı becerisi derslerinde dönüt uygulamalarının tasarlanması ve uygulanması için önerilerde bulunulmuştur.

**Anahtar sözcükler:** Akran dönütü, öğretmen dönütü, düzeltme, taslak yazımı, ikinci dilde yazma

## 1. INTRODUCTION

Peer feedback in L2 writing has attracted considerable attention in the research field in the past decades and has started to find a place in writing classrooms as one of the key activities (Berg et al., 2006; Bitchener, 2008; Lundstrom and Baker, 2009; Miao et al., 2006; Mulder et al.,

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2015; Nicol et al., 2015; Wang, 2014;). However, peer feedback is usually not utilized to its full potential in writing classes. The most favored type of feedback in L2 writing classes at universities is still teacher feedback which is also the case in Turkish university setting. Although studies on teacher feedback to date have shed some light on our understanding of student perceptions and attitudes towards traditional teacher feedback, we do not have enough empirical evidence provided by studies about the nature of teacher written feedback or how students utilize it in revisions.

Studies on teacher feedback to date have mainly focused on the nature of the comments provided by the teachers, the resulting revisions and the students' reactions to the comments. The findings of studies on teacher feedback also point to some weak areas of traditional teacher feedback and show that in fact teacher feedback is not as infallible as it is commonly believed by students and teachers alike. Although most teacher feedback tends to be focused on overt correction, a body of research exists which lends support to the idea that corrective feedback does not improve students' writing over time (Fazio, 2001; Goring-Kepner, 1991; Leki, 1990; Semke, 1984; Sheppard, 1992).

Another common belief about teacher feedback that student perception is almost always positive about teacher feedback can be misleading as students' perception of teacher feedback rests on certain characterizations such as attention to linguistic error, guidance on compositional skills and overall comments on content and quality of writing (Enginarlar, 1993). Being primarily focused on language specific errors, teacher feedback has often been criticized for being confusing, arbitrary and inaccessible (Zamel 1985). Although students trust and value teacher feedback, they still have some expectations from their teacher regarding the nature of feedback they receive such as more systematic practice in writing and revision as well as more personalized and explicit written feedback (Hedgcock and Lefkowitz, 1996). Students' attitudes towards peer feedback is not as negative as commonly thought. For example, with advanced EFL students Mengelsdorf (1992) has found that 69% of students carried a positive attitude towards peer feedback and Kepner (1991) reports that when students are not forced to make a choice, they may welcome both peer feedback and teacher feedback. A combined use of teacher and peer feedback was also found to be welcome by students as a result of a recent survey study by Maarof et al. (2011).

When giving feedback, teacher's attitude is a key component which affects results considerably. For example, if only one type of feedback is used in excess, e.g. if a student is continuously criticized, it may lead to frustration and demotivation (Silver and Lee, 2007; Zacharias 2007). Similarly, too much error correction can be discouraging for the students (Ravichandran, 2002). Additionally, when teacher feedback and student ideas contradict, students may feel as if they were pressured to accept the ideas of the teacher or may change their decisions about their writing, which leads to appropriation by the teacher (Goldstein, 2004) or "overriding student decisions" (Hyland, 2000, p.33). Although most L2 writing teachers may have an idea about the most effective feedback they should use in their classes, research indicates that their self-assessment of own feedback and students' perceptions of teacher feedback may not match (Montgomery and Baker, 2007; Storch and Tapper, 2000). Additionally, the quality or the amount of feedback that the teacher gives may not be constant throughout a semester; or it may change according to task difficulty or the level of the students (Ferris et. al. 1997). Several studies on peer feedback suggest that peers can provide useful and valid feedback (Caulk 1994; Rollinson 1998). Peer and teacher feedback can complement each other when students respond to peers' work as an unfinished product in progress differently from teachers who usually judge it as a finished product (Caulk, 1994; Devenney, 1998). Thus, rather than relying only on teacher feedback, combining peer feedback and teacher feedback systematically could provide additional

benefits such as making students more confident in their abilities to make decisions about their own writing and revision choices, decreasing writing anxiety, and improving writing ability (Kleinfeld, 2006; Kurt and Atay, 2007; Mendonca and Johnson, 1994; Paulus, 1999).

Peer feedback has been found to create more comments on the content, organization and vocabulary of student text (Lee, 2009) and additional benefits of peer feedback has been reported in the literature (Arndt, 1993; Chaudron, 1984). However, the benefits of peer feedback are largely dependent upon the way in which peer feedback is implemented in the writing classroom. If not carried out in an effective way, peer feedback can fail; however, this would not prove that peer feedback is not a useful activity. Holt (1992) argues that the problem is not peer feedback itself but how it is applied since peer feedback can be more fruitful if students discuss more important issues of the paper such as the opinions expressed rather than just evaluating the writing skills of the peers. Berg et.al. (2006) outline several optimal design features for peer assessment and feedback found to be to be successful, which are a manageable length requirement– at the longest five to eight pages - and enough time for the peer review task. Studies show that students need training on how to give feedback and with the use of training, peer feedback can be made more effective (Berg, 1999; Min, 2006). As teachers realize the benefits of peer feedback, their attitude towards it also improve in a positive direction. Research on peer feedback suggests that inclusion of training in peer response results in effective peer review (Falchikov and Goldfinch, 2000; Ming, 2005; Nelson and Murphy, 1993; Paulus, 1999).

The experimental study reported in this article investigated the effects of providing a combination of peer and teacher feedback for student essay drafts, on the revision practices and the resulting writing improvement of university students studying at the preparatory class of the English Language and Literature department of a Turkish public university (KTU-DELL). Students enrolled in the preparatory class are given advanced level segregated skills instruction in English involving all four skills of writing, reading, listening and speaking.

Second language writing classes pose several challenges for EFL students including getting used to the conventions of a new writing tradition other than their own culture's, expressing themselves in a new language and coping with the multifaceted nature of writing. These challenges make writing skill one of the most difficult to develop for students, causing an overreliance on the teacher for all kinds of corrections and guidance. In addition to the reliance on the teacher, the current practices in writing classrooms do not allow for the gradual development of writing abilities since most writing classes do not employ a process approach to writing due to time constraints. A linear, product oriented approach to writing is usually followed and students do not get the chance to think over their initial work and develop it in subsequent drafts. As Zamel (1983) points out; however, an understanding of the non-linear, recursive nature of writing would help students plan and criticize their texts better in order to meet readers' expectations. In addition, as the students are depending on the teacher for the only source of suggestions in the writing class, the teachers' workload is tremendous.

An alternative to the teaching of writing in a product oriented way is the current process approach to writing in which primary importance is given to the process through which writers develop their skills with several stages of drafting, revising and editing which occur in a recursive fashion. One important component of process writing is feedback coming not only from the writing teacher but also peers. The use of peer feedback in a process writing class has several benefits such as making students more critical towards their own work as well as other students' work (Rollinson, 2005), creating a sense of audience other than the teacher (Scardamalia et. al. 1984), contributing to the development of students as independent learners in addition to relieving the teacher from the tremendous task of providing all kinds of feedback for the learners by

sharing the responsibility with the students. Instead of creating teacher dependent learners, incorporating peer feedback into the writing class helps students become independent learners and thinkers and equips them with the capacity of self-assessment (White and Arndt, 1992). Figure 1.1. illustrates the sequence of activities in process writing.

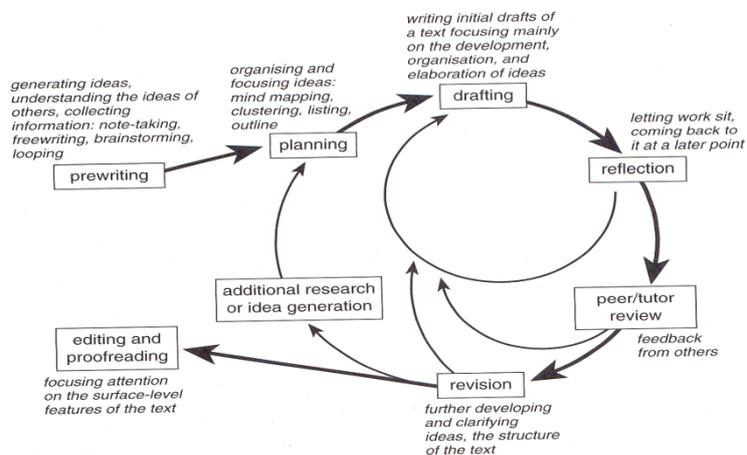


Figure 1.1. Sequence of activities in process writing (adapted from White and Arndt, 1991, p.7)

The need for improvement of the writing skills of students at the KTU-DELL and the possibility of a contribution of peer feedback to such an improvement made it necessary to develop a working model of feedback to be used in writing classes. Rather than using peer feedback occasionally, including it in a structured way in the writing class, thus making it a natural component of the writing class was necessary. With this in mind, a combined feedback model in which teachers and students shared aspects of writing to be dealt with when giving feedback was developed, implemented and evaluated in the present study.

The study addressed the following research questions:

1. Which feedback model: full teacher feedback or combined peer-teacher feedback, creates more revisions on student drafts?
2. Is there a relationship between number and types of revisions and achievement in writing?
3. Which type of feedback model affects overall writing quality more positively?
4. Which type of feedback creates more positive attitudes towards feedback and towards writing?

The combined feedback model which was developed for this study was a carefully designed combination of teacher feedback and peer feedback in which the areas of writing that each party focuses on was predetermined by identifying the weaknesses of students in terms of feedback through a pilot peer feedback session in which students were asked to give peer feedback to their peers freely. The pilot feedback session helped the researcher identify which areas of writing the students ignore while giving feedback. It was observed that in accordance with the literature on peer feedback, the students regarded giving feedback as detecting mistakes of grammar and punctuation and were reluctant to make content specific comments or comments on the organization of ideas. These ignored areas then were assigned to students in the combined feedback model in order to help students become aware of these areas of writing and to develop their peer editing skills.

The teacher feedback provided to the experimental group students in the present study was kept limited to structure and mechanics in order to decrease the reliance of students on the teacher. The teacher provided feedback on structure and mechanics by underlining the part of the

essay with a mistake and providing a correction symbol but no overt correction. The peer feedback in the experimental group, on the other hand, was systematized by using checklists designed for each assignment. Peer reviewers responded to a set of questions on each checklist designed for different writing tasks while giving feedback to their peers. All feedback in the control group treatment was provided only by the teacher by using the same feedback techniques as in the experimental group.

Prior to the study, two alternatives of peer feedback checklists were tested with 1st year students. Of the two alternatives, one posed yes/no questions and the other posed open-ended questions to peer reviewers. These checklists were used by students to provide feedback on each other's papers. Students were in favor of the open-ended questions since they thought they yielded more detailed feedback. As a result, the researcher decided to use the alternative which had open-ended questions to elicit comments from the peer-reviewers. The checklists (Appendix A) aimed at reminding students of the various aspects of writing such as content and organization. In this way, students were provided guidance so that they could be prevented from focusing on certain aspects of writing while ignoring others. By systematizing the peer feedback and by determining its focus properly, the expectation was that peer feedback could be made more effective. Teachers and students in the experimental group treatment were assigned different levels to review in student papers, e.g. structure and mechanics for the teacher and content and organization for the students. The expectation here was to make both peer feedback and teacher feedback made more focused and specific.

In the present study, KTU –DELL students were encouraged to employ peer feedback after being trained through teacher conferences and peer feedback training sessions. Although peer feedback is a somewhat problematic component of L2 writing because there is lack of student self reliance, studies have shown that with proper training, students can provide quality feedback for each other and their attitudes towards feedback can change (Berg, 1999; Min, 2006).

## 2. METHOD

### 2.1. Context and Participants

The study was designed as an experimental study whose purpose was to test the effectiveness of a combined peer-teacher feedback model in a process writing class at KTU-DELL in which teachers and students share the responsibility of giving feedback in a systematic way. The two groups: experimental and control, received different treatments in terms of source of feedback. Instruction and in-class activities were kept constant by using the same lesson plans for each group and same material. The textbook that was used in the class included reading passages which were read and discussed in the classroom in order to activate students' background knowledge and help them generate ideas. The writing class followed a multiple draft process approach. The course book used was: *Thinking to Write: A composing –Process Approach to Writing* written by Linda Watkins-Goffman and Diana G. Berkowitz (1992). The sample was comprised of 57 preparatory class students at upper intermediate and advanced levels of English studying at KTU-DELL. All new students who come to the department are given an in-house screening test and those who pass can start their first year without having to attend the preparatory class. The screening test results of students were used prior to the study to make sure the two groups: experimental and control, were identical in terms of language proficiency. In addition to the screening test, students' scores from the language component of the nation-wide university entrance exam were used to compare the two groups in terms of language proficiency. Since no significant differences were yielded by the t-tests comparing the scores on these two

tests, the groups could be considered identical in terms of students' language abilities. The results of the t-tests are presented in Table 1 below.

**Table 1: Results of the paired sample t-tests**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	screena - screenb	3	23,17	3,57	12,37	6,37	-0,66	27	0,52
Pair 2	OSSa - OSSb	2,97	9,32	1,78	6,62	0,69	-1,67	27	0,11

Note: (screena-screenb) Screening test scores, (OSSa-b) University entrance exam scores

## 2.2. Data Collection

Prior to the study, the students were given a questionnaire in order to collect data on students' background in second language writing such as whether they took second language writing classes or not during their previous education. The student questionnaire also provided information about students' preferences of various feedback types and their previous experience with peer feedback.

In the experimental group, as mentioned before, student writers received feedback about content and organization through peer feedback. Using the suggestions made, student writers made revisions in their drafts after receiving feedback. The teacher provided feedback on only form to the experimental group by means of underlining and symbols but no overt corrections. The students were provided with a list of these symbols and their meanings and were expected to use the symbols as clues to understand and correct their own mistakes. Table 2 shows the treatments in experimental and control groups in detail.

**Table 2: Feedback conditions in the experimental and control groups**

	Experimental group	Control Group
Feedback on structure (Grammar) and mechanics	Provided by teacher. Method: Underlining and symbols.	Provided by teacher. Method: Underlining and symbols.
Feedback on essay organization	Provided by peers Method: Answering questions on detailed checklists customized for each essay type.	Provided by teacher Method: Answering questions on detailed checklists customized for each essay type.
Feedback on Content	Provided by peers Method: Answering questions on detailed checklists customized for each essay type.	Provided by teacher Method: Answering questions on detailed checklists customized for each essay type.

### 2.3. Data Analysis

The first, second and third drafts of student papers in both groups were compared and analyzed in terms of revisions made by students. A total of 1197 essay drafts, 588 from the experimental group and 609 from the control group, were analyzed and coded for three types of revisions; content, organization and form. Content revisions were defined as those revisions which alter the meaning in some way by adding new ideas or concepts into the essay or by removing existing content. Organization revisions were those revisions which affected the order in which ideas are presented. The third type of revisions that were coded was form revisions. These are all kinds of revisions which relate to grammar, sentence structure and mechanics. An inter-rater reliability of 85% was found through a comparison of a second rater's coding of a sample of student essays with that of the researcher. After all coding was done, the counts of revisions were compared between the experimental and control groups.

Each final draft was evaluated using an analytic scoring rubric prepared by the researcher. For each essay type, a separate analytical scoring rubric (see Appendix B) was prepared by the researcher. In order to check inter-scoring reliability, 25% of the papers were scored by a second writing instructor. Firstly, the essay scores were compared between the groups and secondly it was investigated whether there is a relationship between the number of revisions made and achievement in writing.

## 3. FINDINGS

### 3.1. Comparison of Revisions

The first research question investigated in the study concerned the quantitative comparison of form, content and organization revisions across the experimental and control groups. Figure 3.1. is a representation of the total numbers of form, content and organization revisions made by the experimental and the control group students.

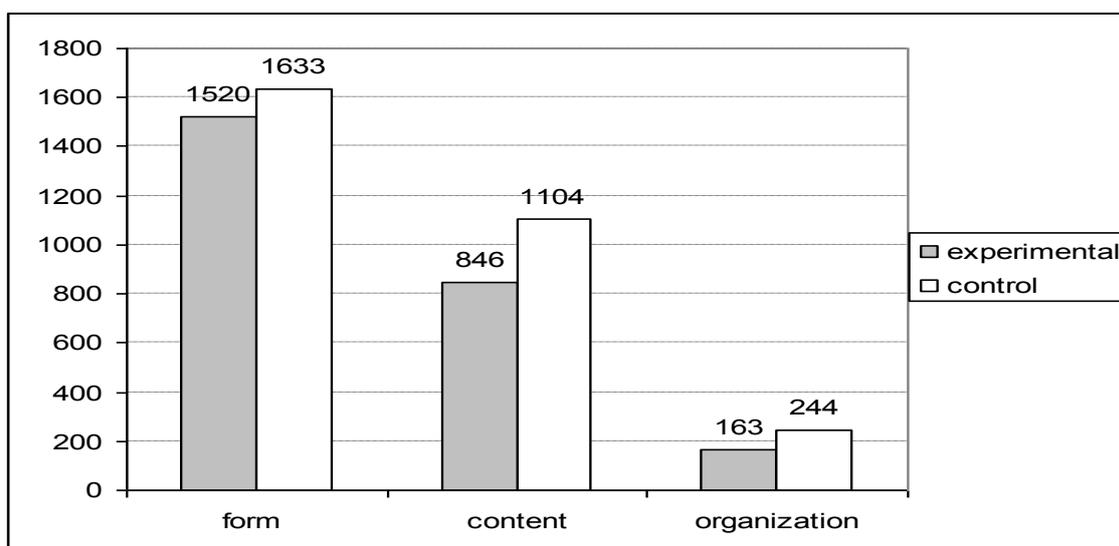


Figure 3.1.. Comparison of all revisions

In order to carry out the quantitative comparisons of revisions, independent groups t-test procedure was used in SPSS 13.00 program. Significant differences were not expected between

the quantity of form revisions as the agent providing feedback for form to both groups was the teacher. For the remaining two categories of revisions, those of content and organization, finding a significant difference was more likely as the source of feedback was peers for the experimental group and the teacher for the control group. The results of the t-tests are summarized in Table 3 below.

**Table 3: Comparison of total numbers of revisions**

	t	df	Sig. (2-tailed)
form	-0,924	47,390	0,360
cont	-2,032	46,305	0,048(*)
org	-1,983	45,998	0,053

\* Difference is significant at the 0,05 level (2-tailed)

As expected, no significant differences were found between the numbers of form revisions made by the experimental and control groups in their essays ( $t = -0,924$ ,  $p > 0,05$ ). This indicates that when the agent providing feedback is kept constant, the experimental and control group students revise problems with form similarly in terms of quantity. Both the experimental groups and the control group students made a comparable number of form revisions on their essay drafts.

For content revisions, the result obtained was also in line with the expectations since a significant difference was found between the two groups. The results of the t-test analysis indicated that the difference between the number of content revisions made by students in the two groups was significant ( $t = -2,032$ ,  $p < 0,05$ ) (see Table 1) with the control group having made significantly more revisions compared to the experimental group (ex. = 846, cont. = 1104).

This result shows that the control group students, who received content feedback from the teacher, made significantly more content revisions compared to the experimental group students, who received content feedback from their peers. For this reason, for content revisions, the combined peer-teacher feedback model does not seem to have caused as many content revisions as the full teacher feedback.

For organization revisions, on the other hand, the results of the comparison was contrary to expectations as the computation of an independent samples t-test revealed no significant differences between the two groups in terms of the frequency of organization revisions. This shows that both the full teacher feedback and the combined peer-teacher feedback created a similar effect on the revising behavior of the students concerning organization. In other words, peer-feedback was as effective as teacher feedback in triggering revisions on organization.

On the whole, the differences between the experimental and control groups with regard to the quantity of their revisions could be summarized in the following way. In two categories of revisions, no significant differences were observed in quantitative terms. In one category, namely content, the difference between the groups was barely significant. All in all, it may be concluded that the two models of feedback did not create a highly significant difference in terms of revisions between the two groups quantitatively. In order to decide whether the significant quantitative difference between the content revisions creates a difference between the writing achievements of the two groups, the impact of the revisions on achievement also had to be considered.

### 3.2. Impact of Revisions on Writing Achievement

The second research question was concerned with the investigation of a relationship between achievement and quantity of revisions in three areas of form, content and organization. This relationship was investigated by computing Pearson Product Moment Correlations in SPSS 13.00 program. The results concerning Research Question 2 are summarized in Table 4 below for the readers' convenience.

**Table 4: Relationship between revisions and average essay scores**

		total	form	content	organization
average	Pearson correlation	,599**	,573**	,458**	,349**
	Sig. (2-tailed)	,000	,000	,000	,008
	N.	57	57	57	57

\*\*Correlation is significant at the 0,01 level (2-tailed)

As displayed in Table 4, all three types of revisions correlate with achievement in differing degrees of magnitude. This result indicates that having made more form, content or organization revisions is a predictor of a higher writing achievement score. The more a student revises in any of these categories of revisions the more the likelihood of that student receiving a higher writing achievement score.

Considering that for two areas of revisions, form and organization, there were no statistically significant differences between the two groups in terms of the quantity of revisions, both the experimental and control groups seem to have received an equal amount of contribution to their writing achievement scores from their feedback conditions. For content revisions, however, the case is different since the control group students seem to be at an advantage with significantly more content revisions. This may not be categorically true as we first have to consider the impact of each of the three revision types on the resulting average essay score.

With this in mind, a follow up on the analyses regarding the relationship between achievement and number of form, content and organization revisions, namely, an additional analysis of Multiple Regression was carried out in order to find the impact of each type of revision on the achievement score. It was found as a result of this analysis that of the three types of revisions, form and organization revisions together explain up to 35 % of the variance in essay scores. Although content revisions were also effective on the scores to an extent, they were excluded from the analysis as their impact was less than the form revisions and organization revisions according to this analysis.

The previous correlation analyses regarding a relationship between numbers of revisions on form, content and organization had indicated a relationship between both content and organization revisions and achievement. However, the Multiple Regression analysis showed that the variables other than that of form revisions were not considerably effective in explaining the average essay score. To sum up, using the combined feedback model did not cause a disadvantage for the experimental group as they revised on form and organization as much as the control group did and although they made fewer content revisions, content revisions were not found to be highly effective on average essay score.

It could be concluded in relation with these findings that students benefit from a combination of peer and teacher feedback as much as they do from teacher feedback only.

### 3.3. Impact of Feedback Type on Writing Quality

Research Question 3 was concerned with an investigation of which type of feedback model affected overall writing quality more positively. This investigation required a comparison of the writing improvements of the two groups. A pretest and posttest were used in order to make this comparison. Both the pretest and posttest were timed writing tasks which required students to write an argumentative essay and had comparable topics. These two tests were used in two main comparisons: one to compare the improvement of each group within itself and the other to compare the writing improvement rate of the two groups.

The first comparison regarding the writing improvement within the groups revealed that both the experimental and the control groups had shown considerable improvement in writing skills as indicated by the increase in their writing score averages and their gain scores from the pretest to the posttest. To illustrate, the experimental group students improved their average writing achievement score from 41,04 to 74,40 with an average gain score of 33,41 whereas the control group students improved their average writing achievement from 39,83 to 71,46 with an average gain score of 31,63. With the purpose of investigating whether the improvement was significant, paired samples t-test analyses were done in SPSS 13.00 program. These analyses showed that both the experimental group ( $t = 16,19, p < 0,01$ ) and the control group ( $t = 10,81, p < 0,01$ ) had significantly improved their writing achievement scores.

The second comparison was made between the experimental and the control groups with the intention of seeing whether there were any differences between them in terms of their writing improvement as indicated by average writing scores. The comparison was made firstly between the pretest and posttest scores by means of an independent t-test procedure in SPSS 13.00 program. The comparison of the pretest scores of the experimental and the control groups did not yield a significant difference between the groups ( $t = -0,496, p > 0,05$ ). Similarly, the comparison of the posttest scores of the experimental and the control groups did not yield a significant difference ( $t = -1,036, p > 0,05$ ). Secondly, the gain scores of the two groups were compared as the gain score of the experimental group seemed to be fairly higher than that of the control group; however, a statistically significant increase was not observed a result of a comparison made by means of a t-test ( $t = -0,498, p > 0,05$ ). These results indicate that both the experimental and control group have attained a considerable level of improvement in writing skills as a result of the multiple draft process approach employed in the writing course and their feedback conditions, which were full teacher feedback for the control group and combined peer-teacher feedback for the experimental group.

### 3.4. Student Attitudes Towards Feedback and Writing

Research Question 4, “Which type of feedback model creates more positive attitudes towards feedback and towards writing?” was the last research in the study. This question was investigated by means of qualitative data obtained through questionnaires and student reflections.

The first part of the questionnaire intended to find out about students’ prior experiences with English writing classes. The responses to the questions in this section showed the following results. Firstly, both the experimental and control group students can be regarded the same in this regard as their responses are close to each other. With regard to English writing classes, a majority of students in both groups reported not having received a class dedicated to English writing. Nevertheless, these students reported having performed writing tasks within other English courses such as keeping a diary, writing about holidays or important days in their lives, preparing a written project or writing a paragraph or essay as part of an English examination.

Students’ responses indicate that they did not think they benefited greatly from these writing activities. In both groups, a small minority reported having received English writing instruction separately. The experiences of these students in the two hours a week writing classes

included performing writing tasks assigned by the writing teacher without any mention of feedback practices, writing multiple drafts or practice on paragraph or essay organization. In this respect, it can be concluded that students in both the experimental and the control groups had limited experience with English writing instruction which did not follow a structured approach but was done solely to provide writing practice and additionally did not have a very positive idea about the usefulness of writing activities carried out.

In the second part of the questionnaire, the students in the experimental and the control groups were asked to rate three feedback types, peer feedback, teacher feedback and self-correction, on a five-point Likert scale from 1:most useful to 5: least useful both before and after the study. The results obtained from the initial questionnaire showed that the students both in the experimental group and in the control group had a very positive attitude towards teacher feedback, and a positive attitude towards peer feedback and self correction prior to the study. The results also showed that the study did not cause the same effect in student attitudes towards these three types of feedback in both groups. To illustrate, in the experimental group, the average ratings provided by the students showed minor changes for all of the three feedback types. The changes of student ratings for the three types of feedback in the experimental group before and after the study can be seen in Table 5.

**Table 5: Experimental group students' attitudes towards feedback types before and after the study**

	Peer feedback		Teacher feedback		Self-Correction	
	M	SD	M	SD	M	SD
<b>Initial</b>	2,36	0,9	1,16	0,37	2,24	<b>1,05</b>
<b>Final</b>	<b>2,53</b>	<b>1,10</b>	<b>1,26</b>	<b>0,87</b>	<b>3,07</b>	<b>1,32</b>

As can be seen in Table 4 above, in the experimental group minor changes were observed in the average ratings of the three feedback types before and after the study. The average rating for peer feedback changed from 2,36 (SD= 0,9) to 2,53 (SD:1,10) which is a very small change and the final average rating can still be interpreted as 'useful' according to the scale. For teacher feedback the average rating changed from 1,16 (SD= 0,37) to 1,26 (SD= 0,87) which is still a very small change and would not affect the overall interpretation of the rating which is 'very useful'. For self correction, however the change in the rating could have a somewhat larger influence on the interpretation since it changed from 2,24 (SD=1,05) which can be interpreted as 'useful' to 3,07 (SD=1,32) which can be interpreted as 'no idea' according to the scale. The students' initial positive attitude about self-correction changed to a more neutral attitude during the course of the study.

On the other hand, the changes in the average ratings obtained from the control group students through the questionnaire were more substantial since they not only rated teacher feedback as more useful than they had done previously but also rated peer feedback and self-correction as less useful than they had done in the initial questionnaire. As can be seen in Table 6 below, the average rating of teacher feedback changed from 1,54 (SD=0,83) to 1,10 (SD=0,31) which indicates a slight positive change in attitude towards teacher feedback. However, for both peer feedback and self-correction, the change happened in the opposite direction since the average rating of peer feedback changed from 2 (SD=0,83) to 2,84 (SD=1,06) which indicates a move towards to negative direction in the scale, from 'useful' to 'no idea'. The average rating of self-correction changed from 2,25 (SD=1,08) to 3,14 (SD=1,46) which also indicates an attitude change in the negative direction in the scale from 'useful' to 'no idea'. Thus, the attitude of control group students towards peer feedback changed from 'useful' to close to 'no idea' and their attitude towards self-correction changed from somewhere close to 'useful' to 'no idea'.

**Table 6: Control group students' attitudes towards feedback types before and after the study**

	Peer feedback		Teacher feedback		Self-Correction	
	M	SD	M	SD	M	SD
<b>Initial</b>	2	0,83	1,54	0,83	2,25	<b>1,08</b>
<b>final</b>	<b>2,84</b>	<b>1,06</b>	<b>1,10</b>	<b>0,31</b>	<b>3,14</b>	<b>1,46</b>

These results indicate that receiving full teacher feedback changed the control group students' initial positive ideas about peer feedback and self-correction to a more neutral attitude. After having received full teacher feedback, the control group students might have started to value teacher feedback more than both peer feedback and self-correction. However, for the experimental group students, receiving limited feedback from the teacher on form and systematic feedback from peers seems to have helped retain student's initial positive ideas about both peer feedback and teacher feedback, which is a similar finding with Şengün's (2002) study, in which she found positive attitudes towards peer feedback reflected by students who experienced it. On the other hand, attitudes towards self-correction seem to have deteriorated in both groups since students did not utilize this type of correction systematically. This indicates that students prefer revising their written work with assistance from either a peer or their teacher rather than on their own and that experimental group students value both peer and teacher feedback while control group students place more importance on teacher feedback.

Students were also asked to give their reasons for each of their choices. According to students, generally, peer feedback was found useful by a majority of the students for having mistakes detected by peers, hearing peers' ideas about one's text, and for sharing ideas, but not as useful as teacher feedback according to a small group of students since they think peers may fail to identify some of the mistakes. Opinions for the usefulness of teacher feedback from both groups emphasized the expertise of the teacher and students stated that the teacher knows more and would help students develop their writing by showing them their mistakes. Additionally, students wanted to know what the teacher thinks about their work. Generally, the opinions of both groups about teacher feedback were very positive.

Students generally found self-correction useful for the following reasons: it could help them think twice about their work; it could help them gain self-confidence; it would show them that they are capable of criticizing their own work. Few students who found self-correction only 'somewhat useful' expressed concern with the fact that they had limited English capacity for this task and that they may fail to be objective while criticizing their own work. The comments that the students made about the usefulness of various types of feedback lend support to the idea that especially the experimental group students developed a more conscious and realistic attitude towards peer feedback and self-correction after the study whereas the control group students maintained their initial prejudices towards peer feedback and self-correction and grew away from these alternative methods of feedback.

Student reflections written by both groups reflect similar benefits of feedback; however, the comments also differ in some aspects. For the experimental group students who received their feedback through the combined peer-teacher feedback model, the most important benefit of peer feedback was seen as sharing ideas with peers. On the other hand, the control group students who received full teacher feedback emphasized surface level issues more such as learning new structures and vocabulary as benefits. This can be caused by the fact that the control group students did not have a chance to benefit from multiple perspectives of the peers and were limited to the teacher's opinions. Another major difference between the comments is the attitude towards positive comments. According to the reflections, the control group students perceived positive comments by the teacher as motivating and encouraging. However, the experimental group

students approached positive comments from their peers more skeptically, thinking that their peers were not careful enough in reviewing their papers if they had only positive comments.

The reflections also gave an idea about students' attitude towards writing as an activity. To begin with, for both groups, writing was not found to be a particularly easy task since a number of students in both groups stated that they found writing difficult in general. Regarding the difficulties they faced with writing, both the experimental group students and the control group students stated similar ideas in that students in both groups found the initial stages of the writing activity as the most challenging as also observed by White and Arndt (1992). Once they thought they got over the difficulty of starting out an essay, the remaining parts were perceived as easier. In the experimental group, students stated also that when they were given clear instructions, and knew what they were required to do, writing was easier for them. Thus, in terms of attitudes towards writing, the combined peer-teacher feedback model does not seem to have created a big difference in that students seem to regard writing as a challenging but still manageable task with the help of feedback and clear instructions.

#### 4. DISCUSSION AND RESULTS

Four main conclusions are drawn from this study: Firstly, when students are given writing instruction in the context of a multiple draft process approach, they are motivated to make revisions on their essay drafts. In the case of this study, both experimental and control group students made a considerable number of revisions in their essays in all three areas of form, content and organization. The design of the writing class which included drafting, feedback from various sources and revision made a positive contribution to the students' approach to writing and motivated them to make revisions in their essays to improve their writing skills.

Second, the revisions that students made on their essay drafts in form, content and organization make a positive contribution to their essay scores on the whole since these revisions improve their essays and make them more readable. This result also indicates that receiving feedback from only the teacher or from peers and teachers at the same time does not create a change on the number of revisions and the contribution of these revisions on writing scores. Another result is that receiving a combination of peer and teacher feedback makes a positive contribution to students' writing in helping them to make useful revisions in form, content and organization, which causes an increase in their essay scores.

Thirdly, students initially have positive attitudes towards peer feedback although they may value teacher feedback more. However, when students are provided systematic peer feedback together with teacher feedback, their attitudes towards peer feedback tend to improve. On the other hand, if students are only given teacher feedback in the writing class, their initial positive attitude towards peer feedback may deteriorate and they may start to value teacher feedback even more. Therefore, writing classes which are only employing teacher feedback may in fact be causing students to become over-reliant on the teacher.

Lastly, the study has yielded positive results regarding peer feedback, because it has shown that a combination of peer and teacher feedback rather than only teacher feedback not only helps students to improve their writing considerably through revisions but also develops more positive student attitudes towards peer feedback.

Depending on the conclusions drawn from findings of the study, the researchers caution writing instructors about utilizing only one type of feedback in writing classes since students tend to develop more positive attitudes towards particular types of feedback which are utilized more in class. Moreover, the design of the writing class and the teacher's beliefs about writing seems to directly influence students' beliefs and attitudes about writing. Therefore, if we as writing

teachers desire to teach our students to become more independent learners who can take responsibility for not only their learning, but also their peers' learning, we should find ways of incorporating peer feedback more systematically into our teaching practices. This kind of systematic incorporation of peer feedback into the writing class has a potential to transform the writing class from being an extension of a grammar course where language structures are practiced in written form to a platform where students share, discuss and develop their ideas.

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## Uzun Özet

Bu çalışmada İngilizce yazma derslerinde öğretmen ve öğrencilerin dönüt verme sorumluluğunu paylaştıkları bir dönüt modeli oluşturulmuş ve değerlendirilmiştir. Çalışma, deneysel bir yöntem izlemiş ve öğrenciler rastlantısal olarak bir deney ve bir kontrol grubuna ayrılmıştır. Gruplardan her birine farklı bit dönüt modeli uygulanmıştır.: kontrol grupta dil kullanımı, düzenleme ve içerik unsurlarından her biri için öğretmenden dönüt alınmış, deney grubunda ise dil kullanımı için öğretmenden, içerik ve düzenleme için akranlardan dönüt alınmıştır.

Çalışma süresince öğrencilerden farklı konularda yedi tane kompozisyon yazmaları istenmiştir. Kompozisyonlar sırasıyla mektup, hikaye anlatımı, yer tasviri, kişi tasviri, film eleştirisi, sorun-çözüm kompozisyonu ve tartışma kompozisyonu şekillerinde yazılmıştır. Yazma becerisi dersinde süreç yaklaşımı uygulanmış ve her bir kompozisyon için üç taslak oluşturulmuş ve üçüncü taslakta süreç sonlandırılmıştır. Birinci ve ikinci, ikinci ve üçüncü taslaklar arasında deney ve kontrol grubuna iki farklı dönüt modeli izlenerek dönüt verilmiştir. Çalışma süresince her iki grupta Linda Watkins-Goffman ve Diana G. Berkowitz (1992) tarafından yazılmış olan *Thinking to Write: A Composing Process Approach to Writing* adlı ders kitabı kullanılmıştır. Kullanılan yazma becerisi ders kitabı, yazma aktivitelerinin yanında, öğrencilerin farklı konular hakkındaki bilgi dağarcıklarını ortaya çıkararak tartışmalara zemin hazırlayan nitelikte okuma parçalarını içerdiği için tercih edilmiştir.

Deney grubundaki öğrencilerden yazmış oldukları her taslağın iki kopyasını yapmaları ve bunlardan birini kendilerine dönüt verecek olan öğrenciye, birini de öğretmenlerine vermeleri istenmiştir. Akran dönütünün verilmesi işlemi aksaklıkları ve gecikmeleri önlemek amacıyla sınıfta yapılmıştır. Öğrencilerin mümkün olduğu kadar farklı görüş açılarından yararlanmaları amacıyla, her dönüt işleminde öğrenciler farklı kişilerle eşleştirilmiştir.

Bu çalışma aşağıdaki dört araştırma sorusu çerçevesinde yürütülmüştür:

1. Hangi dönüt modeli: kapsamlı öğretmen dönütü veya akran ve öğretmen dayanışmalı dönüt modeli, öğrenci taslakları üzerinde daha fazla değişiklik yaratmaktadır?
2. Taslaklarda yapılan değişikliklerin sayısı ve türü ile yazma başarısı arasında bir ilişki var mıdır?
3. Hangi dönüt modeli yazma başarısını daha olumlu yönde etkilemektedir?
4. Hangi dönüt modeli yazma etkinliğine ve dönüte yönelik daha olumlu tutumlar ortaya çıkarmaktadır?

Çalışmada iki grubun karşılaştırılmasını sağlamak için hem niceliksel hem de niteliksel veriler toplanmıştır. Niceliksel verilerin bir kısmı ön test ve son test notları, çalışma süresince yazılan yazılara verilen notlardan oluşmaktadır. Diğer bir niceliksel veri grubu da öğrenci yazılarının taslakları arasında dil kullanımı, içerik ve düzenleme konularında yapılmış olan üç temel türdeki düzeltmelerin sayılarıdır. Kodlamanın güvenilirliğini sağlamak için araştırmacı haricinde bağımsız bir kodlayıcı da kodlama yapmıştır ve kodlayıcılar arası güvenilirlik hesaplaması için Cronbach Alpha güvenilirlik katsayısı hesaplanmıştır.

Deney ve kontrol grupları dört farklı açıdan karşılaştırılmıştır: dönüt uygulamasının sonucu olarak yapılan değişikliklerin türü ve sayısı, kalitesi (dilsel veya anlamsal), ön test ve son test sonuçlarıyla saptanan yazı becerisi gelişimi, anketlerle saptanan dönüte ve yazma etkinliğine yönelik olan tutumlar.

Çalışmanın sonuçlarına göre deney ve kontrol grubu öğrencilerinin taslaklarında yapmış oldukları dil kullanımına yönelik değişikliklerin sayısı arasında bağımsız iki örneklem t-testi uygulanması sonucunda istatistiksel olarak anlamlı bir fark bulunmamıştır. Bu sonuç göstermiştir ki dönüt veren aracı sabit tutulduğunda, deney ve kontrol gruplarının düzeltme davranışları arasında bir fark oluşmamaktadır.

İki düzeltme kategorisinde sayısal olarak önemli farklar gözlenmemiştir. Bir kategoride, yani içerikte, iki grup arasındaki fark ancak minimum düzeyde anlamlıdır. Sonuç olarak, denilebilir ki, iki dönüt modeli deney ve kontrol grupları arasında yapılan düzeltmeler açısından önemli sayısal farklar oluşturmamıştır. Yapılan düzeltmelerin yazı becerisindeki başarıyla olan ilişkisi Pearson ilişki katsayısı hesaplanarak araştırılmıştır. Bu analiz sonucunda her üç düzeltme türü ile yazı becerisi arasında farklı derecelerde doğrusal ilişkiler olduğu gözlenmiştir. Bu sonuca bağlı olarak daha fazla dil, içerik

veya organizasyon düzeltmesi yapmak, daha yüksek bir yazı becerisi notu almanın göstergesi olarak gözlenmiştir yani her üç düzeltme türünde yapılan düzeltmelerin sayısı arttıkça bir öğrencinin daha yüksek not alma olasılığı da artmaktadır.

Bu araştırmanın devamında, düzeltme kalitesi ve yazma başarısı arasında bir ilişki olup olmadığı Pearson korelasyon katsayısı hesaplanarak araştırılmıştır. Analiz sonucunda dilsel düzeltmeler ile yazma başarısı arasında çok zayıf ama istatistiksel açıdan anlamlı olmayan bir ilişki gözlenmiştir. Anlamsal düzeltmeler ile yazma başarısı arasında da benzer olarak istatistiksel açıdan anlamlı bir ilişki gözlenmemiştir. Bu sonuçlara bağlı olarak düzeltme kalitesi ile yazma başarısı arasında bir ilişki olmadığı ve akran-öğretmen dayanışmalı dönüt modelinin kullanılmasının düzeltme kalitesi ve yazma başarısı açısından bir olumsuzluk oluşturmadığı sonucuna varılmıştır.

İki grup arasında düzeltmelerin detaylı olarak karşılaştırılmasından sonra grupların yazma becerisi açısından karşılaştırılması yapılarak hangi dönüt modelinin yazma becerisine daha olumlu etki ettiği bulunmaya çalışılmıştır. Birinci karşılaştırma göstermiştir ki her iki gruptaki öğrenciler de çalışmanın başından sonuna kadar geçen sürede yazma becerilerini, ortalama yazma notlarının artışından görüldüğü üzere, büyük ölçüde geliştirmişlerdir. İki grubun kendi içlerinde göstermiş oldukları aşama eşli örneklem t-testi kullanılarak karşılaştırıldığında ise istatistiksel olarak anlamlı bir fark gözlenmemiştir.

İkinci karşılaştırmada deney ve kontrol grupları ortalama yazma notları göz önüne alınarak yazma becerisindeki başarıları açısından karşılaştırılmıştır. Deney ve kontrol grubu öğrencilerinin son test notlarının karşılaştırılması için bağımsız iki örneklem t-testi kullanılmış ve analiz sonucunda iki grup arasında yazma başarısı açısından istatistiksel olarak anlamlı bir fark gözlenmemiştir. Bu sonuçlar göstermektedir ki hem deney hem de kontrol grubundaki öğrenciler yazma becerisi dersinde izlenen süreç yaklaşımı ve dönüt uygulamaları sonucunda yazma becerilerinde önemli aşama kaydetmiş ve iki grup arasında yazma becerisindeki aşama veya başarı konusunda önemli farklar ortaya çıkmamıştır.

Çalışmada araştırılan son araştırma sorusu olan soru “Hangi dönüt modeli yazma etkinliğine ve dönüte yönelik daha olumlu tutumlar ortaya çıkarmaktadır?” şeklindeki sorudur. Bu soruya yanıt aramak için anket ve yazılı öğrenci görüşlerinden oluşan niceliksel veriler kullanılmıştır. Öğrenci anketinin ilk kısmında öğrencilerin üniversite öncesi eğitimlerinde ikinci dilde yazma ile ilgili deneyimleri araştırılmıştır. Yazı becerisi deneyimi açısından her iki grup öğrencilerinin de benzer deneyimleri olduğu gözlenmiştir.

Anket sonuçları göstermektedir ki kapsamlı öğretmen dönütü almak, kontrol grubu öğrencilerinin akran dönütüne ve kendini düzeltmeye yönelik başlangıçta olumlu olan tutumlarını olumsuz yönde değiştirmiştir. Yalnızca kapsamlı öğretmen dönütü verilen kontrol grubu öğrencileri, öğretmen dönütüne akran dönütü ve kendini düzeltmeden daha fazla önem vermeye başlamışlardır. Diğer taraftan, deney grubu öğrencileri için, sınırlı öğretmen dönütü sistematik akran dönütü almak, bu iki tür dönüte yönelik tutumlar üzerinde olumlu bir etki uyandırmıştır. Bu sonuç, akran-öğretmen dayanışmalı dönüt modeline destek sağlar niteliktedir çünkü alternatif dönüt türleri olan akran dönütü ve kendini düzeltmeye yönelik olumlu etkiler ortaya çıkarmıştır, yani öğrenciler hem akranlarının fikirlerine daha fazla önem vermeye başlamışlar, hem de kendi yazılarını gözden geçirmek konusunda daha kendine güvenli hale gelmişlerdir.

**APPENDIX A**  
**PEER EDITING CHECKLISTS USED IN THE STUDY**

PEER EDITING CHECKLIST FOR INFORMAL LETTER			
WRITER'S NAME: ..... READER'S NAME: ..... Draft No: ..... <b>Note to Writers:</b> When you receive the feedback, make necessary changes suggested by your peer and do not forget to check the column on the right if you have made changes based on comments from your peer.	PEER COMMENTS:  <b>Note to peer editors:</b> Read your partner's essay carefully and provide answers to the following questions. But do not forget be as specific as you can and to include positive comments as well as negative ones. Be encouraging. ☺ Why not put little happy faces here and there?	To the Writer's attention! Have you done any changes based on this comment?	
<b>1. INTRODUCTION</b>		Yes	No
a) What is the purpose of the letter? Does the introduction make it clear? If not, why and how can it be improved?			
b) What qualities of a friendly letter are used while writing? What qualities have been left out? What has to be added for the letter to be complete?			
c) Is the introduction separated from the rest of the letter?			
<b>2. BODY</b>			
a) What features of the place are described to the receiver? What features have been left out and should have been mentioned?			
c) Which descriptive vocabulary items are used? How could these be improved?			
d) Is the body separated from the rest of the letter? If not mark on the letter where the body should start. Is the body organized in itself into paragraphs?			
e) What part of the letter did you find most interesting?			
f) What part of the letter did you find least interesting? If you were the writer, how would you improve this?			
<b>3. CONCLUSION</b>			
a) How does the writer end the letter? How effective is the closing of the letter?			
b) Is the conclusion separated from the rest of the letter? If not, mark on the letter where the conclusion should start?			
Write any suggestions that you have which would help to improve the content of this letter and make it more informative in terms of place description.			

## APPENDIX B

### SAMPLE SCORING RUBRIC FOR PROBLEM-SOLUTION ESSAY

SCORING RUBRIC		PROBLEM-SOLUTION ESSAY	Writer #						
Writing Skill	Score	Writing skill definition							
Title – 5	5	<i>The essay has a relevant and interesting title.</i>							
Organization - 20	15-29	<i>All parts of the essay are present. There is a well structured introduction, body and conclusion. Parts of the essay work together to make the story interesting. The story has a central idea around which events develop.</i>							
	10-14	<i>All parts of the essay are present but not very well developed. There is a central idea but the story does not flow very smoothly.</i>							
	5-9	<i>The story is not accurately developed. The story lacks a central point.</i>							
	0-4	<i>Very weak structure. The story gets confusing.</i>							
Content -20	15-20	<i>The essay introduces the problem and adequately discusses its solutions.</i>							
	10-14	<i>The essay discusses the solution but a few irrelevant ideas are presented and the solutions provided could be better.</i>							
	5-9	<i>The essay fails to offer sound solutions to the problem under discussion. Some parts are confusing.</i>							
	0-4	<i>The content is so weak that it does not raise interest in the reader.</i>							
Style – 15	5	<i>Decide according to the number of spelling mistakes.</i>							
	5	<i>Decide according to the number of punctuation mistakes.</i>							
	5	<i>How well is the essay organized on paper? How well does it follow the format required?</i>							
Grammar – 25	21-25	<i>Few grammar errors that do not interfere with understanding. Effective control of sentence structure, verb formation, agreement of tenses. Effective control of articles and pronouns.</i>							
	16-20	<i>Errors which sometimes interfere with understanding. Some control of sentence structure, verb formation, agreement of tenses. Some control of articles and pronouns.</i>							
	11-15	<i>Frequent errors that often interfere with understanding. Problems in sentence structure, verb formation, agreement and tenses. Inadequate control of articles and pronouns.</i>							
	6-10	<i>Frequent grammar errors make some portions of the essay incomprehensible. Very limited control of grammatical structures.</i>							
	0-5	<i>The essay contains major and repeated errors. Many unclear sentences. Little or no control of sentence structure and verbs.</i>							
Vocabulary - 15	11-15	<i>Variety and accuracy in word choice, correct word formation.</i>							
	6-10	<i>Reasonable use of vocabulary, some control of word formation.</i>							
	0-5	<i>Noticeably simple, limited and misused vocabulary with many problems in word formation.</i>							
Total Score	100								