T.C.

BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATION SCIENCES

FOREIGN LANGUAGES EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE EFFECTS OF ONLINE SCRIPTED PEER FEEDBACK ON ESSAY WRITING IN A FEEDBACK-FOCUSED MIXED APPROACH TO TEACHING WRITING

MASTER'S THESIS

Tuğba SERTBAKAN

0000-0003-4279-2803

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SUPERVISOR

Assoc. Prof. Dr. Levent UZUN

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Tuğba SERTBAKAN	Doç. Dr. Levent UZUN

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Prof. Dr. Ayşegül Amanda YEŞİLBURSA

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Üye
(Tez Danışmanı ve Sınav Komisyonu Başkanı)
Doç. Dr. Levent UZUN
BURSA ULUDAĞ ÜNİVERSİTESİ

Üye
Dr. Öğr. Üyesi Uğur Recep Çetinavcı
BURSA ULUDAĞ ÜNİVERSİTESİ

Üye
Dr. Öğretim Üyesi Mustafa Sarıoğlu
BURSA TEKNİK ÜNİVERSİTESİ

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YAZMA ÖĞRETİMİNDE GERİ BİLDİRİME ODAKLANAN KARMA BİR YAKLAŞIM İÇİNDE ÇEVRİMİÇİ AKRAN GERİ BİLDİRİMİNİN YAZMA ÜZERİNDEKİ ETKİLERİ

Üniversite düzeyindeki öğrencilere İngilizce yazma becerisini öğretmenin önemi, yüksek öğretim sırasında gerçekleştirilen yazılı iletişimin miktarı nedeniyle uzun süredir kabul edilmektedir. Güçlü yazma becerileri edinmenin önemi göz önüne alındığında, öğrencilerin etkin yazarlar olmaları için nasıl yönlendirileceği de araştırmaların odağında olmuştur. Bununla birlikte, Türk üniversite düzeyinde öğretim bağlamında, yazma öğretiminde geleneksel sınıf içi akran geri bildirimi uygulamalarının önündeki çeşitli engellerin üstesinden gelmede yararlı olduğu kanıtlanmış olan, çevrimiçi akran geri bildiriminin etkilerine odaklanan yalnızca birkaç çalışma vardır. Türkiye'de bir devlet üniversitesinin hazırlık okulunda öğrenim gören 40 katılımcı ile gerçekleştirilen sınıf temelli yarı deneysel bu çalışma, temel olarak Peergrade isimli araçtan faydalanarak sağlanan çevrimiçi akran geri bildiriminin öğrencilerin makale yazma performanslarını geliştirmede bir etkisinin olup olmadığını araştırmayı amaçlamaktadır. Ek olarak, sağlanan çevrimiçi akran geri bildiriminin bilişsel özellikleri, öğrencilerin ne kadar etkili ve doğru çevrimiçi akran geri bildirimi sağlayabildiğini araştırmak için özetleme, özgüllük, açıklamalar ve kapsam açısından niteliksel olarak analiz edilmiştir. Çalışmanın sonuçları, deney grubundaki öğrencilerin içerik, dil kullanımı, kelime dağarcığı, noktalama ve imla açısından karşılaştırma grubundaki öğrencilere göre nispeten daha iyi makaleler ürettiklerini göstermiştir. Bahsedilen kriterlerde istatistiksel olarak anlamlı bir fark bulunmamakla birlikte, makale yöntemi açısından deney grubu karşılaştırma grubundan

istatistiksel olarak önemli ölçüde daha iyi performans göstermiştir. Ayrıca, öğrencilerin çoğu geri bildirimlerinde uygun özetlere yer vermeyi, kapsamlı hataları bulmayı, bu hatalara çözümler önermeyi ve önerilen düzeltmenin gerekliliği hakkında açıklama yapabilmeyi başarmıştır. Ancak, incelenen akran geri bildirimlerinde, dilbilgisi ve sözcük dağarcığıyla ilgili bulunan ve/veya çözülen hataların oranının çok daha düşük olduğu gözlemlenmiştir.

Anahtar Sözcükler: Akran geri bildiriminin bilişsel özellikleri, çevrimiçi yazılı akran geri bildirimi, makale yazımı öğretimi, Peergrade

ABSTRACT

Name and Surname	Tuğba SERTBAKAN
University	Bursa Uludağ University
Institution	The Institution of Education Sciences
Field	Foreign Languages Education
Branch	English Language Teaching
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Supervisor	Assoc. Prof. Dr. Levent UZUN

THE EFFECTS OF ONLINE SCRIPTED PEER FEEDBACK ON ESSAY WRITING IN A FEEDBACK-FOCUSED MIXED APPROACH TO TEACHING WRITING

The importance of teaching writing in English to learners at university level has long been accepted due to the amount of written communication that is carried out during tertiary education. Given the importance of acquiring strong writing skills, how to guide learners to be effective writers has also been under the scrutiny of research. However, in Turkish university level teaching context, there are only a few studies that has focused on the effects of online peer feedback, which has proven to be useful to tackle several obstacles in front of traditional in-class peer feedback practices in teaching writing. This classroom-based quasi-experimental study, with 40 participants at preparatory school of a public university in Turkey, mainly aims at investigating whether online peer feedback, which is provided on Peergrade, has an effect on improvement of the students' opinion essay writing performances. Additionally, cognitive features of provided online peer feedback are analysed qualitatively in terms of its summarization, specificity, explanations, and scope in order to investigate how effective and accurate online peer feedback learners can provide. The results of the study showed that learners in experiment group produced moderately better opinion essays in terms of content, language use, vocabulary, and mechanics than the ones in comparison group. Although there was no statistically significant difference in the aforementioned criteria, experiment group statistically significantly outperformed comparison group in essay organization criterion. Moreover, the majority of learners managed to include appropriate summaries in their feedback, locate global level errors and offer solutions to these errors, and make explanations

about the necessity of suggested correction. However, the proportion of the located and/or solved lower level errors, related to grammar and lexis, were much lower in learners' feedback.
Keywords: Cognitive features of peer feedback, online peer feedback, Peergrade, teaching essay writing

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In Turkey, tertiary education is carried out under the supervision of the Council of Higher Education in a centralized system. All students that are admitted to higher education institutions, whether public universities or private ones, need to take English proficiency exams if the medium of instruction at their departments is English. Students that fail the proficiency exams executed by their institutions are required to attend preparatory school for an academic year. Students who are at preparatory school need to master their English in order to be eligible to start studying at their departments. Although there are some differences in terms of the final requirements depending on the institution, the main aim of preparatory programs is to help students excel in English.

At preparatory schools, the importance of all four language skills, which are reading, listening, speaking, and writing, is highlighted. Among these, writing skill is considered especially essential since it amounts to a huge proportion of academic success (Hyland, 2013). Students are expected to complete many written assignments using formal English throughout their academic life regardless of their departments (Crème & Lea, 2008). However, being able to write in English as a foreign language (EFL) at university level is a challenging task since creating an accurate text, mastering lower level language skills, is not sufficient (Richards et al., 2002). Students are also expected to write in a writing norm that is in accordance with academic expectations (Al-Mahrooqi, 2014). To achieve this, they need to be familiarized with several organizational patterns for different genres during their language education at preparatory schools.

During this process, many EFL students are under a lot of pressure because they attempt to meet the demands imposed by different academic contexts and to correspond to the rules of academic writing while they simultaneously acquire the linguistic competency that they need for academic writing (Hyland, 2013). Different institutions and educators resort to different approaches to teaching writing to be able to tackle this challenge. Some prefer to persevere in product approach, which is an early approach to writing with a main focus on form (Silva, 1990), whereas others tend to benefit from process approach where collaborative learning and feedback, both from teacher and from peers, and drafting are regarded as crucial (Keh, 1990). Genre approach, a relatively new approach to writing, is also adopted by several institutions

due to the importance it gives to genre analysis to determine communicative purpose of the written text and its social extent (Hyland, 2003).

In addition to different approaches to teaching writing, the role of feedback has been investigated widely to guide EFL students in their writing practices (Butler & Winne, 1995; Sadler, 1989; Shute, 2008). Although it is widely agreed that feedback helps students monitor their strengths and weaknesses regarding writing, it also needs to be provided clearly and in a timely manner to be effective. Once the loaded curriculum at universities and heavy workload of academic staff are considered, formative peer feedback has been suggested as a complementary practice (Topping, 1998).

Although effectiveness of peer feedback is grounded by several theories such as sociocultural theory, activity theory, and collaborative learning theory, peer feedback practices have been the main concern for research from the point of view of process approach to writing. Main research aspects of peer feedback in the early 2000s clustered around the comparison of peer, teacher, and self-feedback, teacher and learner perspectives of peer feedback, training in peer feedback, interaction among peers, and cultural concerns (e.g., Chen, 2010; Hu & Lam, 2010; Hyland & Hyland, 2006; Liu & Hansen, 2002; Min, 2005; Min, 2006; Storch, 2002). Thanks to the advances in computer-mediated communication, online peer feedback has also been a part of peer feedback research. In addition to its comparison with traditional face-to-face peer feedback, issues such as student participation, whether it needs to be provided synchronously or asynchronously, and types of provided feedback have been investigated (e.g., Ciftci & Kocoglu, 2012, Chang, 2012; DiGiovanni & Nagaswami, 2001; Wen & Tsai, 2006).

1.2. Statement of the Problem

There are several reasons why there is a need for this study. Initially, students at preparatory schools of many public universities are expected to excel in writing skills starting from paragraph writing and proceeding to essay writing as a part of universities' writing syllabi. Similarly, at İstanbul university, where this study was conducted, in terms of essay writing, they are responsible for opinion essay, classification essay, cause and/or effect essay, and compare and/or contrast essay, all of which are taught during spring semester if students start their language education at A1 level at the beginning of the academic year. To be able to eligible to start their departments, A1 level students need to collect 70 points out of 100 in a yearly evaluation process. Although the evaluation process includes several mid-term exams, portfolio assignments and a final exam, evaluation of writing skill, via essay writing questions,

amounts to 37 % of their total grades. Having worked as a writing instructor at İstanbul University for more than five years, the researcher observed that process approach to teach writing, which is adopted by the institution, does not meet the needs of A1 level students completely since students need to improve both lower level and higher level writing skills in one academic year. Altınmakas and Bayyurt (2019) also share a similar observation in Turkish context mentioning that students struggle with EFL writing at university level. It is generally believed that this difficulty stems from students' poor language competence and critical thinking skills. Also, insufficient writing skills of university students are viewed as a flaw that ought to be tackled before students start their departments. This motive led the researcher to seek an alternative approach. In literature, a process-genre approach that combines several elements of both approaches to writing was suggested earlier (Badger & White, 2000). However, in this study, researcher offers a feedback-focused mixed approach to teaching writing tailoring different aspects of product, process, and genre approach to be able to address the needs of the students with low level of English proficiency.

Additionally, in Turkish context, there are only a handful of studies that have focused on online peer feedback on EFL writing at university level (e.g., Bilki & Irgin, 2021; Ciftci & Kocoglu, 2012; Gurer, 2020; Kaya, 2021; Razi, 2016). All these studies have provided valuable data and insight about the effect of online peer feedback, mainly given via blogs, on students' writing performances, affective features of peer feedback, and learner participation and engagement in e-peer feedback activities. However, to the researcher's knowledge, only a few studies investigated the effect of online scripted peer feedback on learners' writing performances. Additionally, cognitive features of peer feedback have not been investigated in Turkish context.

1.3. Research Questions

Research questions of this study are:

RQ1: Does online peer feedback have an effect on students' opinion essay writing performances in terms of 1a. content, 1b. organization, 1c. vocabulary,1d. language use and 1e. mechanics?

RQ2: To what extent do students provide relevant and accurate online peer feedback?

RQ3: To what extent do students provide efficacious online peer feedback in terms of cognitive features of peer feedback?

1.4. Aims of the Study

This study mainly aims at suggesting a customized approach to teaching writing to be able to cater for the needs of preparatory school students with lower level English proficiency. "At tertiary level, adaptation to 'new' ways and 'new' culture of learning that are essential to academic survival- which requires different skills than that of general literacy- also govern and shape writing practices of students" (Altınmakas & Bayyurt, 2019, p.89). To this end, it is intended to benefit from unique features of existing approaches to writing as well as advances of technology in English language teaching (ELT). As a result, in terms of lower level writing skills such as grammar, lexis, and mechanics, the practices of product and process approaches are combined. For higher level writing skills, which are related to organization and content, process and genre approaches are used for guiding students to produce meaningful and well developed written texts in line with the requirements of the given genre. At this point, to be able to tackle time constraints and other obstacles in front of effective peer feedback, technology plays an important role enabling students to provide anonymous written feedback to their peers.

The study also aims at filling the gap in literature by analyzing the effect of online scripted peer feedback on learners' writing performances, the relevancy and accuracy of the provided peer feedback, and the efficacy of that in terms of cognitive features of peer feedback, which are summarization, explanation, specificity, and scope.

1.5. Significance of the Study

The findings of this research could have significant pedagogical implications. To start with, this study might encourage writing instructors to seek new approaches to their teaching in order to be able to meet the needs of their students in their teaching context. Moreover, teachers' perceptions of online peer feedback may change, which may result in implication of online peer feedback practices in teaching writing more effectively. Thus, the quality of learners' written work may improve. Finally, the study may give indications to writing curriculum developers at tertiary education in terms of integration of online peer feedback into writing programs.

1.6. Assumptions

1. The participants in this study are assumed to have no previous knowledge of how to write an opinion essay in English prior to the research.

2. The participants are assumed to attend writing lessons willingly in accordance with the institutions' writing curriculum at preparatory school.

3. The participants are assumed to take part in all stages of the study voluntarily by completing the given tasks diligently.

4. The weekly teaching time, which was four teaching hours each week, and a five-week research time, which was consistent with the writing program of the institution, are assumed to be enough to teach how to write an opinion essay.

5. One face-to-face training session in how to use Peergrade is assumed to be sufficient to familiarize participants with the online peer feedback tool.

6. One face-to-face training session in how to provide peer feedback on writing using the provided peer feedback sheet and question – answer sessions upon participant demand are assumed to be sufficient for participants to be able to give feedback to their peers.

1.7. Limitations of the Study

This study had several limitations that might be addressed in further research. Firstly, the participants were all EFL students that started preparatory school at A1 level at the beginning of the academic year. Furthermore, the number of participants had to be limited to 40 since attendance at lessons was relatively low due to the COVID-19 pandemic restrictions. Additionally, the research was conducted in five weeks, which was consistent with the allocated teaching time for opinion essay in the curriculum of the institution. Therefore, it might not be accurate to generalize the findings of this study for far larger number of learners with different levels of English proficiency in a teaching context where a longer period of time is allotted for the same subject matter. Finally, that the participants in experiment group had additional learning opportunity via independent essay drafting as a result of online peer feedback that they had received may have had an effect on their writing performances.

1.8. Definitions

AT: AT stands for activity theory in which human behaviour and mind are analysed from a perspective of goal oriented, historically rooted, and cooperative interaction systems (Russell, 1995).

CLT: CLT stands for collaborative learning theory. In CLT, learner-centered teaching and learners' exploration of subject matter are highlighted. It also requires mutual intellectual effort from learners and teachers for learning to take place (Smith & MacGregor, 1992).

EFL: EFL stands for English as a foreign language.

ELT: ELT stands for English language teaching.

ESL: ESL stands for English as a second language.

SCT: SCT stands for sociocultural theory. SCT is based on the idea that mind is mediated in historical, cultural, and institutional contexts where social interaction plays an important role in psychological development (Scott & Palincsar, 2013).

ZPD: ZPD stands for zone of proximal development, which is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

CHAPTER 2

LITERATURE REVIEW

This chapter includes a review of literature with seven main sections. In the first section, approaches to teaching writing are addressed. In the second section, the role of feedback in teaching writing is discussed. The third section and the fourth section introduce theoretical background and different aspects of peer feedback in teaching writing, respectively. The fifth section focuses on advantages of peer feedback while the sixth section discusses online peer feedback in terms of writing instruction. Finally, results of related research are presented in the seventh section.

2.1. Approaches to Teaching Writing

Writing can be considered as one of the most difficult skills for language learners to acquire due to its complex nature. Learners need to master both high level skills to be able to organize their ideas in a meaningful context and low level skills to be able to create an accurate text in terms of grammar, vocabulary and mechanics (Richards et al., 2002). In order to guide teachers through the challenges of teaching writing, several approaches have been put forward.

One of the early approaches to teaching writing is product approach. In product approach, form, syntax, and cohesive devices are regarded as crucial for the production of writing (Silva, 1990). Stages of writing are defined as "familiarization, controlled writing, guided writing, and free writing" (Pincas, 1982, p.22). First, students are provided with a sample or model text by the instructor, and they examine it. Then they are asked to study important aspects of the text, which are usually related to grammar and lexis, via controlled practices. At the third stage, ideas are organized. Finally, students individually produce a writing piece using the structures and vocabulary that they have practised (Hasan & Akhand, 2010). Although the amount of freedom that students have increases from the first stage to the last, product approach is mainly based on imitation. This results in an overlook of learners' creativity. Along with negligence of creativity, not focusing on the process but the end product has caused product approach to lose popularity (Selvaraj & Aziz, 2019).

Another approach to writing that emerged in the early 1970s is process approach. Process approach has several definitions; however, all share some key features. In process approach, there are several cycles of learning such as "planning (setting goals, generating ideas, organizing ideas), translating (putting a writing plan into action), and reviewing (evaluating,

editing, revising)" (Graham & Sandmel, 2011, p. 396). Process approach gives learners a purpose to write for. Additionally, reflection on writing, collaborative learning and a supportive learning environment are considered highly important. While planning, drafting and revising their written work, students are cognitively involved in the writing process. Collaboration among students helps them keep motivated. Since learners are believed to develop writing skills, teachers are expected to encourage learners to express themselves in written form in a nonthreatening environment rather than explicitly teach them how and what to write (Hyland, 2003). Feedback, whether it is peer feedback or teacher feedback, is especially important in process approach because novice writers learn about their organizational, developmental or structural errors thanks to reviews of their readers (Keh, 1990). Although the process approach to teaching writing dominated second language teaching during the 20th century, it also received some criticism. Hyland (1990) mentions that the focus on process while teaching writing skills in foreign language classes results in ignorance of an important writing aspect, which is the definition of the required end product. Since specific features of different text types are overlooked, learners fail to understand the schematic structure of different genres clearly. Process approach is also criticized since it is regarded as antisocial in terms of theory. That is to say, writing is regarded as an abstract and individual activity carried out by a single writer; thus, it neglects the importance of social environment and cultural features (Atkinson, 2003). According to Hayland (2003), whether process approach creates better writing performance in terms of second language teaching is still discussed mainly because it ignores the concept of human interaction and social construction of language. Finally, the same process is applied notwithstanding the actual audience of the text (Nordin, 2017).

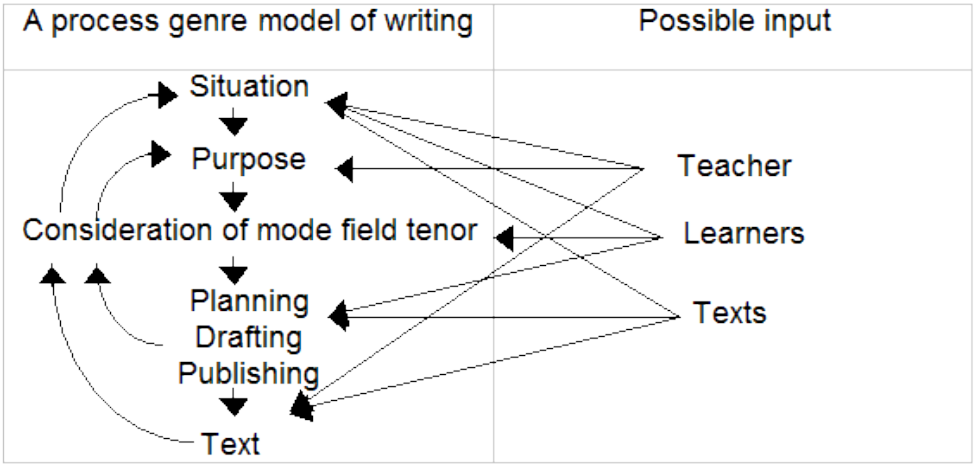
The issues that process approach has failed to address are the main concern of another new approach to writing, which is genre approach. In genre approach, establishing a schematic structure for different genres helps readers organize the given information in a frame. "Teachers therefore have a vital role to play in familiarizing students with the schemata associated with particular varieties of writing or genres. Describing the schemata appropriate to different genres involves analyzing how writers typically sequence information" (Hyland, 1990, p. 67). That is why genre analysis is critical for students to be able to identify the communicative purposes of a written text. Unlike the process approach, writing and its social extent are highlighted in genre approach, so writing is not viewed as a self-expression of an individual writer. Genre knowledge is necessary if second language learners are to understand and survive in an environment where the given genre is used (Hyland, 2003). Mitchell et al.,

(2021) also underline the importance of creating a writing context, so that students can develop a writer identity, maintain norms and values for different genres, and negotiate the meaning between themselves and readers. In the genre approach, students go through several stages as in the process approach. First, learners are provided with authentic samples of the target genre. Then they co-construct a text with the guidance of their teacher. Finally, they write their own texts (Cope & Kalantzis,1993). Genre approach views writing as a matter of language knowledge and especially highlights its bond with social purposes. Therefore, learning involves both mimicking and conscious application of the genre related rules (Badger & White, 2000).

In addition to these approaches to writing, another approach that synthesizes some elements of process and genre approach has been proposed. In the process genre approach, the writing process also addresses social context and purpose of the target genre as shown in Figure 1 (Badger & White, 2000, p. 159). Firstly, students discover the purpose of the given genre and the social circle it addresses. Then they are expected to assume a purpose to write to an audience using appropriate mode or organization. Following this, they go through the stages of planning and drafting in which they receive feedback and make revisions. Finally, their texts are ready to be published (Nordin, 2017).

Figure 1

A Genre Process Model of Teaching Writing



Note. Adopted from Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT journal*, *54*(2), 153-160.

Main approaches to teaching writing in English as a second language (ESL) and in EFL have been summarized. Nevertheless, it is important to remember that each teaching context is unique with its learners and social context. As Hyland (2009) mentions:

> Research, however, offers no universal solutions to the challenges of classroom practice, and implies no single method of teaching writing. There has probably never been a time when teachers have focused exclusively on just one of these elements of writing and blended approaches are common as a result of the diversity of teaching contexts and teacher beliefs (p.78).

2.2. The Role of Feedback in Teaching Writing

The role of feedback cannot be underestimated in any teaching context. However, when it comes to teaching writing skills, feedback gains more importance. According to Shute (2008):

> Formative feedback might be likened to "a good murder" in that effective and useful feedback depends on three things: (a) *motive* (the student needs it), (b) *opportunity* (the student receives it in time to use it), and (c) *means* (the student is able and willing to use it) (p.175).

Butler and Winne (1995) define five functions of feedback. Feedback can confirm that learners' understanding is in line with the objectives of instruction. It also helps learners enhance their existing knowledge. Additionally, it allows learners to change their incorrect knowledge. Furthermore, students can also tune their correct knowledge by distinguishing between different concepts or rules. Finally, false theories of learners can be restructured thanks to feedback.

Especially in tertiary education, feedback gains a more important role. Sadler (1989) states that feedback is necessary for both teachers and students:

> Teachers use feedback to make programmatic decisions with respect to readiness, diagnosis and remediation. Students use it to monitor the strengths and weaknesses of their performances, so that aspects associated with success or high quality can be recognized and reinforced, and unsatisfactory aspects modified or improved (p.121).

Nicol et al., (2014) highlight the importance of and need for more prompt, detailed, clear and structural teacher feedback in higher education. However, they also mention the obstacles in

front of this such as workload of university staff, increasing number of university students, and limited resources. Cho and Schunn (2007) underline the importance of writing skills for academic success. However, students in classes with large content do not have enough opportunity to practice writing and rewrite their papers as teachers have too much workload in evaluating and giving feedback to students' writing. They claim that reciprocal peer feedback may offer a solution to this problem.

In literature on teaching writing, peer feedback is referred as 'peer assessment' (Topping, 1998), 'peer response' (Berg, 1999; Nelson & Carson, 1998), 'peer review' (Mendonça & Johnson, 1994), 'peer editing' (Barnett, 1989), and formative peer feedback (Shute, 2008). Although there are several references, one comprehensive definition of peer feedback is:

> use of learners as sources of information, and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing (Liu & Hansen, 2002, p.1).

In this research, peer feedback is used as an umbrella term for formative peer feedback, and references of other scholars are viewed from this perspective and used interchangeably unless mentioned otherwise.

2.3. Theoretical Background of Peer Feedback

In sociocultural theory (SCT), transformation from lower stages of thinking to higher ones enables the human mind to culturally mediate. In addition to physical requirements for this intellectual evolution, SCT highlights the necessity of sociocultural mediation. To achieve high intellectual development, people need to internalize mediational means, so that they can reach the zone of proximal development (ZPD). Within the ZPD, peer mediation is seen as important as adult mediation for development (Villamil & Guerrero, 2006). From this point of view, peer feedback helps learners develop intellectually enabling necessary peer mediation.

Derived from SCT, activity theory (AT) also mentions importance of 'motive' as a "cultural-psychological-institutional impetus" (Lantolf & Thorne, 2006, p. 23). From the perspective of AT, motive is regarded as the underlying reason for participation in any activity, so peer feedback is investigated in terms of learners' motives in different contexts such as social, cultural and historical (Yu & Lee, 2015).

From the point of view of collaborative learning theory (CLT), teaching writing has always been a focus of attention. Writing groups are formed in order to articulate ideas, mention their stances and focus on a thesis statement collaboratively before the writing process. Another function of writing groups is peer response. While providing and receiving peer response, learners exchange their written work and get oral or written feedback. At this stage, learners are expected to review their peers' work with insight and generate suggestions to improve their written work (Smith & MacGregor, 1992). Similarly, from an interactionist perspective, learner to learner interaction via collaboration between peers enables negotiation of meaning, and learners can produce modified output (Pica, 1996).

To summarize, peer feedback earns its rightful place in several learning theories. According to SCT, learners develop cognitively thanks to peer feedback. AT investigates the underlying reasons for learners' participation in feedback process, which is highly important for uptake of provided feedback. Similarly, collaboration and interaction among learners are necessary for modification of their written work benefitting from peer feedback in CLT.

2.4. Different Aspects of Peer Feedback

According to some researchers, there are two kinds of peer feedback which are cognitive feedback and affective feedback (Nelson & Schunn, 2009). While the former focuses on the content, the latter is related to how affective language is used while providing feedback. Cognitive feedback is classified under the aspects of summarization, specificity, explanation and scope. Summaries help learners to better organize their written work since learners are provided with chunks of information. Specificity, on the other hand, is related to details of feedback. For feedback to be considered as specific, it needs to identify the problems, locate them in the written work, and offer some suggestions. All these three aspects of feedback are expected to help students implement the given feedback as students will notice the problems that they are not aware of, locate where the problems are easily in long written texts, and solve them benefitting from the given suggestions. Explanations are also regarded as useful because they clarify the purpose of the given feedback. Students tend to implement feedback more once they agree with the necessity of it. In terms of scope, local feedback is about more superficial mistakes whereas global feedback is a more holistic evaluation. Both may help students improve different aspects of their writing. When it comes to affective language, it may have an effect on implementation of feedback because it affects how writers perceive the comments of their peers.

Other researchers focus more on peer feedback at global level and local level (Chen, 2010; Liu & Sadler, 2003; Sotoudehnama & Pilehvari, 2016). Global feedback refers to comments regarding meaning and organizational patterns whereas local feedback deals with more mechanical issues like grammar and vocabulary mistakes. To be more specific, problems related to "idea development, audience and purpose, style, organization and argumentation" are addressed via global feedback (van den Bos & Tan, 2019, p. 3). Min (2005) highlights the importance of local peer feedback as well as global peer feedback, especially for EFL students. If grammar or vocabulary related mistakes are overlooked, learners may not convey the intended messages to their audience due to their continuous struggle with expressing themselves in English.

Yet another conceptual definition of peer feedback was made by Van Steendam et al., (2010). In their definition, global issues are addressed as "higher-order concerns" whereas local errors are categorized as "lower-order concerns" (p. 317).

Briefly, peer feedback has been viewed in terms of different aspects of it. The fact that different scholars focus on different features of peer feedback shows its importance in teaching writing.

2.5. Advantages of Peer Feedback

To start with, learners tend to perform better due to peer pressure that peer feedback creates. Students may feel that it is normal for their teachers to see and correct their mistakes. However, there is a difference between writing for an expert and writing for a peer. Students do not want to be embarrassed in front of their peers, so they will put more effort into their writing (Pope*, 2005).

Secondly, peer feedback is easier to grasp than the feedback provided by an expert of the subject topic (Topping, 2003). The language and terms that instructors use while providing feedback may make it too complex for learners to understand. Similarly, Cho and MacArthur (2010) state that students tend to grasp peer feedback more easily compared to feedback given by an expert since they have similar problems with their peers.

Feedback also enables learners to internalize learning goals. According to Topping (1998), peer assessment can be utilized as a learning tool since it helps students take part in the learning process directly and examine the criteria of the work that they are expected to produce. Therefore, learners have an opportunity to evaluate their own work while working on their

peers' drafts. In addition to the learning process, Gielen and De Wever (2012) mention that peer feedback can be regarded as a part of the assessment process because of students' involvement in assessment while conveying their opinions and suggestions to their peers. This helps them feel more integrated into the teaching and learning process.

Additionally, students get feedback in a timely manner thanks to peer feedback (Gielen et al., 2010). Due to heavy workload, instructors may not provide feedback as quickly as peers do. In addition to receiving feedback faster, students also get more frequent feedback due to recursive feedback from peers. Provision of summative feedback only may cause learners to feel disappointed since they feel that they are not supported enough during the learning process. Furthermore, according to Rollinson (2005), for authors to be able to write well, multiple revisions at different stages of writing are necessary. To this end, students need an 'audience' to find out whether their messages are transmitted to the reader effectively. In writing classrooms, this goal can be achieved through peer feedback.

Finally, students may hesitate to share their weaknesses with their instructors. As a result of this reservation, instructors may not be aware of the difficulties that their students have (Higgins, 2010). An overview of peer feedback may help teachers realize the struggles that their learners have.

When it comes to advantages of peer feedback beyond the classroom, students giving feedback to their peers also benefit from the process as they learn skills such as diagnosis, evaluation, summarization, and professional communication. Once acquired properly, these skills are not restricted to the classroom. They can be transferred to other areas in learners' lives. For example, all of these skills are considered very important in professional work life regardless of any business line (Søndergaard & Mulder, 2012). According to Sackstein (2017) peer feedback also helps learners to develop self-advocacy skills, so that they can make an effort to have their needs addressed in their best interest in a global culture where independence is considered highly important.

2.6. Online Peer Feedback

According to Magnifico (2010), in the past, writers used to convey their ideas to their audience through written publication only. As a result, the audience was regarded as an abstract concept in the author's mind from the cognitive perspective. This point of view suggests that a writer needs to have topic knowledge and good writing skills to master writing. Sociocultural perspective, on the other hand, views writing as 'interpersonal communication' and maintains

that good writers also need to be a member of the community that they address. In contrast, today, writers can interact with their audience directly on many online platforms thanks to the advances in technology.

> These changes in the dynamics of writing, and the subsequent possibility of using new media to examine both a cognitive and a sociocultural view of audience actively and simultaneously, have dramatic implications for our understanding of writers' writing processes, cognitive processes, and eventually the design of literacy learning environments (Magnifico, 2010, p. 168).

Considering technology has become an integral part of written communication, ignoring its benefits while teaching writing may not be fair to the students, almost all of whom are digital citizens. One main advantage of technology for writing classrooms is online peer feedback.

Although benefits of peer feedback have been proven from different theoretical backgrounds, some instructors still hesitate to apply it in writing classrooms due to several reasons. Peer feedback activities can be regarded as time consuming in the classroom because it requires pre-training of students, persuasion of students into the benefits of peer feedback, planning and execution of peer feedback activities. Also, teachers' views in terms of student autonomy may be an obstacle in front of effective peer feedback. Some teachers may have difficulty in giving so much responsibility to their students as they cannot monitor them all simultaneously during peer feedback activities (Rollinson, 2005). However, online peer feedback may address most of these concerns and provide a practical solution.

In terms of time constraints, once learners are trained in how to give feedback to their peers, feedback activities will no longer take up valuable classroom time. According to Liu and Sadler (2003), online peer feedback helps learners to study outside the class, so that they can focus on the task in a timely manner.

For motivation and persuasion of students, DiGiovanni and Nagaswami (2001) claim that students tend to be more task focused while giving online peer feedback compared to the traditional feedback. Benefitting from computer mediated peer feedback may lead to an increase in students' interest and participation in the feedback process, so they might allocate more time and energy to the feedback process (Hansen & Liu 2005). Additionally, students who believe that teachers are the ones to provide feedback may value peer feedback more since they know that their teachers monitor them more closely than in the classroom as online feedback platforms enable this feature. Moreover, students can always revisit the online

feedback, so they do not need to revise their work depending on what they remember from the feedback they have received in the classroom.

When it comes to concerns about learner autonomy, according to Chen (2016), unlike face to face peer feedback, integration of technology into peer feedback allows teachers to keep track of peer feedback activities more meticulously since they are saved and open to supervision of teachers.

Final advantage of online peer feedback is related to anonymity. In a classroom environment, learners need to give face-to-face feedback to their peers or in feedback groups. According to Guardado and Shi (2007), in class peer feedback activities are prone to be affected by cultural background and language proficiency of learners. Some learners may hesitate to participate in the feedback process while others cannot, even if they want to, due to language barrier. At this point, anonymous online peer feedback enables learners to participate equally since they will overcome cultural or personal reservations and have enough time to be able to make comments in their second language (Pham, 2022).

Although online peer feedback can be provided in many forms (synchronous or asynchronous, oral or written, free or guided, and on many platforms such as online feedback tools, social media websites, blogs, and online classrooms), one useful way is scripted online peer feedback. Using a peer feedback script not only helps students improve the quality of their writing performances but also encourages them to give feedback without thinking about psychological or emotional barriers. That is to say, while giving feedback to and receiving feedback from their peers, they learn to perceive feedback as constructive feedback on their work (Noroozi et al., 2016).

2.7. Research on Peer Feedback in Teaching Writing

Peer feedback, whether it is online or face to face, is a highly investigated topic in second language writing and foreign language writing. This section reports findings of several studies, mainly in tertiary education, over the last two decades in a chronological order.

Hanrahan and Isaacs (2001) conducted a study in order to understand how university students perceive peer and self-assessment. To this end, 244 university students were asked to provide feedback on research essays of their peers using the marking criteria which was introduced to the participants during tutorial sessions. Among several dimensions they defined, the first one was ‘difficult’. Under this dimension, students mentioned they were not certain

whether they are able to assess their peers' papers since they find it difficult to be objective, they had no previous experience in assessing, and they were not familiar with articles about different fields. Researchers concluded that these concerns and sensitivities of students can be tackled with more practice and more training in peer assessment.

Liu and Sadler (2003) conducted another study in the USA. 48 university students participated in the study. Their aim was to investigate if asynchronous online peer feedback of participants was different from face to face peer feedback in terms of distribution, type, and nature of feedback. Although the amount of global feedback provided by both groups was similar, participants in online peer feedback group were observed to provide far more local feedback. The researchers concluded that this difference may have resulted from the technological support that online peer feedback group got for grammar and vocabulary. However, the other group hesitated to make corrective comments possibly because they thought they did not trust their skills in terms of grammar and spelling.

In another study conducted by Cho and MacArthur (2010), to compare the effects of different feedback kinds, 28 university students were divided into three groups where they received feedback from an expert, a peer, or multiple peers at a psychology course. The writing task was the introductory part of a research project. All papers were evaluated both quantitatively and qualitatively by reviewers, and students were expected to make revisions based on the feedback they received. They concluded that the students who received multiple non-directive peer feedback made more complex revisions compared to the ones in other two groups. However, that teachers provided more direct feedback, which were explicit comments on specific issues, resulted in simple mechanical corrections, which were not mainly related to meaning.

Also, Strijbos et al., (2010) conducted a study with 89 students at the Technical University Dresden. They divided participants into five groups, four of which received either general or specific feedback from high or low competence peers on academic writing. One group was assigned as control group. They investigated if feedback type or the competence of the assessors affects writing performance of the feedback receivers. The results of the study showed that there was no significant difference between final performances of experiment groups and control group. They concluded that provision of writing criteria to all groups prior to treatment could have caused the participants to think they did not need any peer feedback; thus, resorting to self-assessment of their writing.

Moreover, Kaufman and Schunn (2011) conducted a study to investigate students' perceptions towards peer feedback on writing. 250 students from 6 universities participated in the study. The results of the study indicate that students perceive peer feedback more positively if a teacher provides feedback for their work as well as their peers.

Çiftçi and Koçoğlu (2012) also conducted a study so as to investigate the effect of online peer feedback provided via blogs on learners' writing performance. For this, they divided 30 participants into two groups. Participants in one group received face to face peer feedback, whereas the ones in the second group were given online feedback by their peers. Comparing the results of both groups' final writing task scores, the researchers found out that students having received online peer feedback improved their writing performances more than the ones in traditional feedback group.

In another study, Ekşi (2012) compared the effectiveness of peer feedback and teacher feedback in terms of revisions made by the participants using Faigley and Witte's (1981) taxonomy. 46 Turkish university EFL students were divided into two groups and received feedback either from their peers or their instructor on five essay types for nine weeks. Revisions of each group were analyzed in terms of surface level changes like spelling or tense mistakes and deep modifications about irrelevancies or organizational patterns. Analyses of 230 essays displayed that participants in peer feedback group tend to make more surface level revisions compared to the ones who received feedback from their instructor.

Another study, conducted by Nicol et al., (2014), investigated the mental processes that learners go through while giving feedback to their peers. 82 university students who participated in the research were requested to submit a product design in industry studies. Students' drafts were reviewed twice by their peers and once by themselves using the assessment criteria. They concluded that students went through a reflective process while comparing their work with that of their peers. Unlike receiving feedback, giving feedback helped learners regulate their own learning actively.

Another study, by Patchan and Schunn (2016), aimed at identifying the correlation between writers' ability in language and their ability in revision of writing. Suggesting a peer feedback model based on Flower and Hayes (1981) writing model, they used data from 189 participants with a wide range of writing ability at a university in the USA. They analyzed the feedback provided by the participants and categorized it into two, which were high level problems and low level problems. They anticipated that high level writers would locate and

solve more problems. The results of the study proved their anticipation to be partially true. While participants with better writing ability provided more feedback to their peers in terms of detection of more high level problems, there was no significant difference in terms of the amount of high level solutions offered.

Kayacan and Razı (2017) conducted another study to investigate the effect of online anonymous peer feedback and self-feedback on 46 high school students' writing performances. The students were divided into two groups and expected to write opinion essays on pre-determined topics. Feedback on submitted essays were provided with a rubric either by the writers themselves or by a peer. Finally, two experts graded final drafts using the same rubric. The results of the analyses indicated that both groups performed better in their final drafts, but there was no statistically significant difference between them.

Huisman et al., (2018) conducted another study with the participation of 83 university students in the Netherlands. They investigated whether students' perceptions of peer feedback affect their writing performances. During a 7-week study, students gave feedback to their peers and received feedback on their essays about pre-assigned topics, and the ones receiving feedback were requested to make amendments in the light of the peer feedback. Participants were also asked to fill in a peer feedback perception questionnaire. Final essays of the participants were evaluated by two graders, and writing performances were compared with the results of a feedback perception questionnaire. The results showed that there was no correlation between how students perceive peer feedback or how willing they are to improve their writing and their final writing performances. However, researchers also mentioned that the lack of relation between these could have resulted from the fact that students were exposed to only a single peer feedback, so a more longitudinal study could change this result.

Cao et al., (2019) conducted another qualitative study so as to find out how students' learning is affected from peer feedback. Their study with 30 EFL university students in China investigated the effects of both giving and receiving feedback on academic writing. According to the results of the study, engagement of learners in discussion of the provided criteria, before providing peer feedback, strengthens their evaluation skills. As a result, not only students who have high English proficiency level but also the ones with low English proficiency are able to give feedback on different features of writing, thus causing mutual benefit for both groups regardless of their proficiency in English.

In another study, Pham et al., (2020) aimed to explore the effect of e-peer feedback on local and global revisions of writing and on reflective thinking. To this end, they conducted a study with the participation of 40 university students in a hybrid 15-week language course, where writing lessons were executed online. Participants were requested to both provide online written feedback to their peers using the given assessment criteria and reflect on the feedback they received. The results revealed that the learners showed improvement in and gained insight into the global features of writing as a result of the online peer feedback practices. Additionally, they could broaden their vocabulary range and correct common grammatical mistakes thanks to e-peer feedback. The researchers also concluded that both feedback givers and feedback receivers benefitted from reflecting on writing since their cognitive awareness was increased.

Abri et al., (2021) also conducted a study to investigate effects of wiki based synchronized and asynchronized online peer feedback on global and local revisions of writing. 50 university students participated in the study. The participants were asked to write an essay on a given topic as a pre-test and rewrite the same essay after a 10-week long wiki peer feedback period. According to the results of the study, students participated more in synchronized peer feedback activities, where their peers were present in online environment. Participants made more comments on form rather than global issues such as content. In terms of writing improvement, participants improved their writing more in terms of form and other local features, which was in line with the amount of feedback they received.

Another study conducted by Latifi et al., (2021) aimed at comparing the effects of scripted, guided, and unscripted online peer feedback on university students' essay writing. There were 59 participants at a university in Iran. The results of the study showed that final essay scores of students in the scripted peer feedback group were significantly higher than those of in the other two groups. Similarly, the quality of the feedback provided by this group turned out to be higher compared to that of the other groups.

Albelihi and Al-Ahdal (2022) compared the effects of online peer feedback as a whole class activity and a smaller group activity in order to discover whether either method would have a significant effect on students' writing performances. In this comparative study, 65 university students were divided into two groups. While one group received in class peer feedback, the other group worked in smaller groups. The evaluation of the scores of final essays showed that both groups improved their writing performances thanks to the collaboration

among learners. However, no significant difference was observed between two kinds of peer feedback.

Baharudin and Razali (2022) conducted a study in order to analyse interaction patterns that ESL learners follow while providing online written formative feedback on writing. Additionally, they investigated whether these interaction patterns have an influence on learners' writing performances. To this end, they carried out a discourse analysis using data from 6 university students. The results of the study showed that expert/novice pattern, in which the learner with higher level of domain knowledge and language proficiency gives most of the feedback while the novice writer is still engaged with the provided feedback, and dominant/passive pattern, where the dominant learner does not let the other student to participate in the feedback process, were prevailing. However, neither of the interaction patterns contributed significantly to the writing performances of the students. Observed improvement was only moderate.

Shang (2022) conducted a study in order to compare the efficacy of online peer feedback and automated corrective feedback on learners' writing improvement on local features of writing. 47 English major university students were categorized in terms of their proficiency level in English. Participants uploaded two writing assignments for online peer feedback and two other assignments for automated feedback. As a result of the study, the researcher concluded that participants benefitted more from online peer feedback in terms of grammatical errors and production of more sentences, whereas automated feedback helped them increase the range of vocabulary.

CHAPTER 3

METHODOLOGY

This chapter presents research methodology of the study. The chapter is divided into four main sections, which are research design and procedure, participants, instruments, and data collection and analysis.

3.1. Research Design & Procedure

The researcher applied to İstanbul University Social Sciences and Humanities Research Ethics Committee to get an official research proposal approval before starting the research. Upon receiving the approval of the committee (see Appendix 1), the researcher distributed consent forms to the participants. The consent forms, all of which were signed by the participants, were collected to be secured by the researcher (see Appendix 2 and Appendix 3).

All A1 students at İstanbul University Preparatory School had 20 teaching hours of English instruction weekly, four of which were allocated to writing lessons as a part of institution syllabus. Writing was taught using an in-house writing booklet compiled by the instructors of İstanbul University Preparatory School. Students were expected to get a score of 70 out of 100 at the end of spring semester to finish preparatory school successfully and be eligible to start their department courses. The yearly evaluation system included 2 speaking portfolios (5 % each), 2 writing portfolios (5 % each), 4 mid-term exams (7.5 % each) and 1 final exam (50 %). In addition to writing portfolios, 20 % of each mid-term exam and final exam consisted of writing questions. Students were introduced to paragraph types (opinion paragraph and compare and/or contrast paragraph) in fall term and essay types (opinion essay, classification essay, cause and/or effect essay, and compare and/or contrast essay) in spring term, respectively.

This study used a mixed method research design with a comparison group in order to further the understanding of the impact of online peer feedback on opinion essay writing. This design is believed to increase ecological validity of the research since the effect of a single instructional intervention is investigated (Rogers & Revesz, 2019). Creswell (2013) also defines single case study as “the researcher focuses on an issue or concern, and then selects one bounded case to illustrate the issue” (p. 99). Since this study focuses on online peer feedback given by a specific number of participants on a single essay type, it can be defined as a single case study.

The comparison group (CG) and experiment group (EG) in this study were planned to have a higher number of participants in each. However, School of Foreign Languages, in alignment with Istanbul University Senate COVID-19 pandemic restrictions, conducted hybrid education with 60 % face-to-face and 40 % online instruction, and student attendance to neither was compulsory. This resulted in a considerable amount of decrease in the number of students who attended the classes regularly. Additionally, the participants in both classes studied how to write a paragraph as a part of fall semester writing syllabus and encountered with 'opinion essay' for the first time while this research was conducted at the beginning of spring term. The researcher asked the participants to write an opinion essay during the first lesson of spring term, when the research started, in order to eliminate any participant with prior knowledge about how to write an essay and to ensure accurate representation of the participants. Consequently, the data collected from the participants that did not take part in all stages of this 5 – week research were excluded from the study. As a result, there were 18 and 22 participants in CG and EG, respectively.

The participants in both CG and EG were subjected to the same feedback focused mixed approach writing lessons for five weeks except that the participants in experiment group, who had previously practiced how to give online peer feedback, were assigned to give peer feedback to their classmates on 'Peergrade', which is an online tool developed to assist peer feedback for writing. Although peer feedback is commonly used in different teaching contexts and in different ways, the researcher preferred to benefit from 'scripted peer feedback' in an attempt to increase the quality of feedback provided by students. As a result, the researcher prepared a feedback rubric with questions to help students give more relevant feedback on opinion essay (Gielen & De Wever, (2012). Each stage of the procedure is mentioned concisely in the table below (see Table 1).

Table 1

Procedure

	Stages	**Comparison Group**	**Stages**	**Experiment Group**
1	Real Life Situation ↓ Purpose	The writing context was structured, and the students were	Real Life Situation ↓ Purpose	The writing context was structured, and the students were

	↓ Consideration of Mode Field Tenor	familiarised with the genre.	↓ Consideration of Mode Field Tenor	familiarised with the genre.
2	Decomposition of A Model Essay ↓ Organization / Grammar / Lexis	The structure of opinion essay was introduced in an attempt to raising lexical and language awareness.	Decomposition of A Model Essay ↓ Organization / Grammar / Lexis	The structure of opinion essay was introduced in an attempt to raising lexical and language awareness.
3	Joint Essay Construction ↓ Oral Classroom Feedback ↓	Students were familiarised with writing process, rhetorical structures, lexical and language input.	Joint Essay Construction ↓ Oral Classroom Feedback ↓	Students were familiarised with writing process, rhetorical structures, lexical and language input.
4	Independent Essay Construction ↓	Internalisation of the linguistic/genre knowledge and production of writing	Independent Essay Construction ↓	Internalisation of the linguistic/genre knowledge and production of writing
5	Written Teacher Feedback ↓	Submission of opinion essay for teacher feedback	Online Scripted Peer Feedback ↓ Independent Essay Drafting ↓ Written Teacher Feedback ↓	Submission of opinion essay for peer feedback Resubmission of opinion essay for teacher feedback

6	In Class Independent Essay Construction	In class timed writing	In Class Independent Essay Construction	In class timed writing

Note. Adapted from the model proposed by Huang, Y., & Jun Zhang, L. (2020). Does a process-genre approach help improve students' argumentative writing in English as a foreign language? Findings from an intervention study. *Reading & Writing Quarterly*, *36*(4), 339-364.

3.2. Participants

All participants who took part in this research were first year students at İstanbul University Preparatory School, where the researcher is an instructor of English. Participants were from different cities in Turkey and aged between 18 – 20. In CG, there were 18 female and 4 male participants while EG consisted of 14 female and 4 male students. All participants took English lessons through their education before being admitted to İstanbul University. However, they failed English Proficiency exam held by İstanbul University at the beginning of fall semester of 2021-2022 academic year. Consequently, they sat İstanbul University placement exam, and they were placed in two different A1 level classes, in which the researcher was assigned to teach writing. The participants agreed to participate in the research voluntarily and signed consent forms before the research started.

3.3. Instruments

3.3.1. Teaching Materials: The materials which were used to introduce opinion essay were prepared by the researcher in accordance with the requirements of writing syllabus of İstanbul University Preparatory School. It can be claimed that the two most commonly used approaches to teach writing in EFL context are 'the product approach' and 'the process approach'. While the former is considered as a more mechanical task with its emphasis on the production of a similar text to a modal text, the latter focuses more on language development using collaborative writing techniques (Klimova, 2014). A more recent approach to EFL writing is 'the genre based approach', in which the focus is on both helping the author write and ensuring the author has a goal and targeted audience while writing (Sari, 2019). Considering each approach to writing has its own unique features, the researcher aimed at using a mixed approach to writing (Table 2).

Table 2

A Mixed Approach to Writing

Comparison Group			**Experiment Group**		
	Input	**Approach**		**Input**	**Approach**
Real Life Situation	Newspaper Article – Teacher	Genre Approach	Real Life Situation	Newspaper Article – Teacher	Genre Approach
Purpose	Learners	Genre Approach	Purpose	Learners	Genre Approach
Consideration Of Mode Field Tenor	Learners	Genre Approach	Consideration Of Mode Field Tenor	Learners	Genre Approach
Decomposition Of A Model Essay	Learners	Genre Approach	Decomposition Of A Model Essay	Learners	Genre Approach
Organization / Grammar / Lexis	Mechanic exercises – Teacher	Product Approach	Organization / Grammar / Lexis	Mechanic exercises – Teacher	Product Approach
Joint Essay Construction Oral Classroom Feedback	Learners - Teacher Learners Teacher	Genre Approach Process Approach Genre Approach	Joint Essay Construction Oral Classroom Feedback	Learners - Teacher Learners Teacher	Genre Approach Process Approach Genre Approach

Independent Essay Construction	Learners	Product Approach Process Approach Genre Approach	Independent Essay Construction	Learners	Product Approach Process Approach Genre Approach
Written Teacher Feedback	Teacher	Product Approach	Online Scripted Peer Feedback	Learners	Process Approach
			Independent Essay Drafting	Learners	Process Approach
			Written Teacher Feedback	Teacher	Product Approach

In accordance with the used approach, the researcher designed a 5-week material to be covered during the research. The material was created in alignment with the writing syllabus and in-house writing booklet of the institution in order to avoid any hindrance to regular learning of the participants. All participants from both CG and EG started the first two weeks discussing their ideas about the relationship between 'arts and science', and reading a related article (Amsen, 2019). The aim at this stage was to familiarize participants with the given topic and genre as well as to give them a purpose to write for an audience. Then they were provided with a model opinion essay about a similar topic and decomposed it with the guidance of the instructor focusing on not only content and organization via discussion questions but also on grammar, lexis, and cohesive devices via mechanical exercises. Following this, in joint construction stage, students wrote opinion essays in groups and were given oral feedback. Finally, they were asked to write opinion essays independently on a different topic. The only difference between CG and EG was after independent essay construction. While CG submitted their essays to the instructor for written teacher feedback, participants in the EG uploaded their essays on an online platform, Peergrade, for peer feedback. After giving to and receiving

feedback from their peers, they revised their papers and submitted them to the instructor for written teacher feedback. The same stages repeated in week three and in week four using 'study and work' theme since the material required the participants to go through all steps twice with two separate instruction sets (see Appendix 4 and Appendix 5).

3.3.2. Peergrade: In this research, the researcher aimed at implementing peer feedback focused mixed approach writing instruction. The participants in EG gave anonymous scripted online feedback to their peers on 'Peergrade'. Peergrade is an online platform which aims at facilitating peer feedback. Teachers set up an assignment on the platform to be completed in a specific amount of time and either choose one of the feedback rubrics from the library of Peergrade or create their own rubric and upload it on Peergrade. The platform allows teachers to create several types of feedback rubrics with yes/no questions, optional questions, and/or open ended questions. Both teachers and students can upload any file type since Peergrade accommodates almost all. Once the rubric and student work are uploaded, Peergrade assigns students to review their peers' work anonymously. It also allows the recipients of feedback to react, discuss and engage with their feedback. Another advantage of the platform is that teachers have an overview of all submissions and reviews, so that they can keep track of student progress easily. Finally, Peergrade is a highly customizable platform. According to the needs and preferences of teachers, students can work individually or work together and submit group projects. Submissions can be reviewed by one or multiple students, and vice versa. Teachers themselves can also provide feedback on the submission or students can evaluate their own work.

3.3.3. Feedback Design & Feedback Rubric: In this research, researcher benefitted from formative peer feedback. Since Topping's (1998) typology, many researchers have worked on several models for peer assessment design (Gielen et al., 2011; Van den Berg et al., 2006b; Wen & Tsai, 2006). More recently, Adachi, et al. (2018) created a broader framework for peer assessment in the context of higher education with 19 design elements. While designing peer feedback section of this research for EG, the researcher took this framework into consideration (Table 3).

Table 3

Framework for Peer Assessment

Cluster	Design Element	This Research

Cluster I: decisions concerning the use of peer assessment	Subject area	Essay writing
	Intended learning outcomes (for students)	Developing better writing skills
	Intended objectives (for staff)	To enhance student learning To save time
	Timing	Out of class, approximately 30 mins. for each review
	Assessment type	Written Assignment
	Formality and weighting	Formative
Cluster II: link between peer assessment and other elements in the learning environment	Relationship to other assessments	Peer feedback before teacher assessment
	Link to self-assessment	Optional
Cluster III: interaction between peers	Anonymity	Anonymous
	Feedback information type	Online scripted written feedback
	Feedback utilisation	Used to improve final essay
Cluster IV: composition of assessment groups	Peer configuration	Individual assessment
	Peer matching	Randomised

Cluster V: management of the assessment procedure	Standards	Rubric created by teacher in accordance with institution's assessment criteria
	Calibration/task scaffolding	Discussion of standards and expectations in class Practice of the same procedure
	Moderation of feedback	If necessary, consulting teacher
Cluster VI: contextual elements	Technology use	Online via Peergrade
	Resources	Literature on peer feedback
	Policy	Approval of Ethics Committee

Note. Adapted from Adachi, C., Tai, J., & Dawson, P. (2018). A framework for designing, implementing, communicating and researching peer assessment. *Higher Education Research & Development*, *37*(3), 453-467.

The researcher prepared a rubric that contains 17 open-ended questions in order to guide students while they provide feedback to their peers. The rubric also aimed at receiving more comprehensive feedback from participants on content, organization, language use, vocabulary, and mechanics of opinion essay. The questions about content were related to whether introductory paragraph was interesting enough to catch readers' attention, main idea was present and clear, body paragraphs were developed with enough examples and explanations, and concluding paragraph included a summary of main points that were made by the author. Questions about the organization addressed issues like number of paragraphs, topic sentences for body paragraphs, restatement of thesis in the concluding paragraph, and cohesion. Problems that are about run-on sentences, fragments, and subject verb agreement were addressed with questions about grammar while part of speech errors were directed with questions related to

vocabulary. Finally, questions considering mechanics were mainly about indentation, spelling, punctuation, contractions and capitalization (see Appendix 6).

3.3.4. ESL Composition Profile: In this research, ESL Composition Profile (Jacobs et al., 1981) was used in order to assess final in class opinion essays of participants from both CG and EG. ESL Composition Profile is a globally used rubric for evaluation of students' writing performances. According to Turgut and Kayaoğlu (2015), ESL Composition Profile is an analytic rubric that helps give specific feedback on student performance and generate a profile of students' weaknesses and strengths in areas of mechanics, language use, vocabulary, organization, and content (see Appendix 7). In ESL Composition Profile, there are several guidelines for criteria. Using these guidelines, graders decide in which category each essay falls into, which are 'excellent to very good, good to average, fair to poor, or very poor'. Also, each criterion is marked differently: Mechanics 2-5 points, Language Use 5-25 points, Vocabulary 7-20 points, Organization 7-20 points, and Content 13-30 points. After students are scored for each section, total sum is calculated to find out final score (Ishikawa, 2018).

3.4. Data Collection and Analysis

3.4.1. Data Collection: In this research, which has a single case study design, data were collected using several data collection instruments. The data from CG were gathered through essay drafts of participants prior to and after teaching, while the data from EG included written online feedback of participants in addition to essays drafts (Table 4).

Table 4

Data Collection Process for Both Participant Groups

Data Source	Participant Group	Timing	Purpose
Essay drafts	Comparison group Experiment group	Week 1	to determine any students with previous knowledge about how to write opinion essay
Online peer feedback	Experiment group	Week 4	to investigate the accuracy of feedback provided by the participants

			to analyze students' feedback in terms of summarization, specificity, explanations and scope
In class essay writing	Comparison group Experiment group	Week 5	to investigate online peer feedback has an effect on improvement of writing performance in comparison to the participants who did not receive online peer feedback

3.4.2. Data Analysis: In this single case study, a variety of data analysis means was utilized. First essay drafts, online peer feedback and in class writing papers of all participants analysed separately.

Essay drafts from both CG and EG were collected before the instruction of opinion essay in order to be able to eliminate participants with pervious knowledge on how to write an opinion essay from the study. Student names were deleted from collected essays, and the essays were numbered so as to ensure participant anonymity. Then the essay drafts were examined by two graders. These graders were writing instructors with more than 5 years' experience at İstanbul University. They used ESL Composition Profile (Jacobs et al., 1981) while grading essays. According to Hallgren (2012), "the assessment of inter-rater reliability (IRR, also called inter-rater agreement) is often necessary for research designs where data are collected through ratings provided by trained or untrained coders" (p.1). In order to ensure inter-rater reliability (IRR), the writing instructors participated in a training session with sample opinion essays prior to the research and agreed to get opinion of a third instructor in case of a discrepancy between their grades. For discrepancy measurement, it was decided that graders needed to resort to a third opinion in case their total scores for the same essay were in different categories of ESL Composition Profile.

Online peer feedback forms from EG were collected in order to investigate the accuracy and cognitive features of the feedback provided by the participants. At this stage, all feedback forms and the essays that were given feedback were matched, and the names of all students, the ones that provided feedback and the ones that received feedback, were deleted. All the documents were numbered and printed. In terms of accuracy, two writing instructors examined all the answers and comments of participants and rated them on their degree of agreement or disagreement with the given feedback, with 1 indicating strongly disagree, 2–3 average, and 4–5 strongly agree. In order to analyse cognitive features of the feedback, a coding scheme was designed (Table 5). This coding scheme was adapted from the scheme developed by Kerman et al., (2022). Two writing instructors analysed each feedback form using the coding scheme.

Table 5

Coding Scheme to Analyze Cognitive Features of Peer Feedback

Nature of Feedback	**Feedback Features**	**Points**	**Label**	**Description**
Cognitive	Summarization	0	Poor	Inclusion of a summary statement, description of content and/or taken action
		1	Average	
		2	Good	
Cognitive	Specificity			
	Problems	0	Poor	Inclusion of explicit identification of problem
		1	Average	
		2	Good	
	Solutions	0	Poor	Suggestion of an explicit a method to solve a problem
		1	Average	
		2	Good	
	Localization	0	Poor	Specification of the location of a problem
		1	Average	
		2	Good	
Cognitive	Explanation	0	Poor	Statements about motives of the feedback's purpose
		1	Average	
		2	Good	

Cognitive	Scope	1	Local feedback	Analytic examination
		2	Global feedback	Holistic examination

Note. Adapted from the coding scheme proposed by Kerman, N. T., Noroozi, O., Banihashem, S. K., Karami, M., & Biemans, H. J. (2022). Online peer feedback patterns of success and failure in argumentative essay writing. *Interactive Learning Environments*, 1-13.

Participants from both CG and EG were requested to write opinion essays in one teaching hour at the end of the research in week five. Names of the students were deleted from papers, and papers were numbered. Also, there was not any indicator on papers to reveal the group that participants belonged to. Using ESL Composition Profile and the same procedure mentioned at the beginning of this section, opinion essay samples of both groups were blindly assessed by two writing instructors so as to investigate whether online peer feedback has had any effect on participants' writing performances.

In this study, for computation of results, IBM SPSS Statistics 28 was used. In order to investigate if there was any statistically significant difference between final opinion essay scores of CG and EG independent sample T tests were executed. Additionally, in order to ensure interrater reliability between graders Cohen's Kappa tests were done.

CHAPTER 4
FINDINGS AND COMMENTS

This study aimed at investigating if online peer feedback affects students' opinion essay writing performances through a 5-week mixed approach writing treatment and evaluating the quality and efficacy of the provided feedback. To answer research question 1, essay samples of participants in both CG and EG were subjected to double blind marking by two graders before and after the treatment. The quality and efficacy of student feedback were analyzed qualitatively for research question 2 and 3. To report the quantitative results of the study IBMM SPSS Statistics 28 was utilized.

4.1. Pre-study Findings: Prior to the implementation of the study, all participants in both CG and EG were required to write an opinion essay draft in order to find out if there is any significant difference in their writing performances. The essays were blind scored by two graders using ESL Composition Profile (Jacobs et al., 1981). Participants in both groups performed between the bands of 'fair to poor' and 'very poor' in terms of content, organization, vocabulary, language use and mechanics (see table 6).

Table 6

Average Essay Scores of Participants Prior to the Treatment

	Content	**Organization**	**Vocabulary**	**Language Use**	**Mechanics**	**Total**
Experiment Group	14 (Very poor)	8 (Very poor)	10 (Fair to poor)	7 (Very poor)	3 (Fair to poor)	42/100
Control Group	14,5 (Very poor)	7 (Very poor)	9 (Very poor)	8 (Very poor)	3 (Fair to poor)	41,5/100

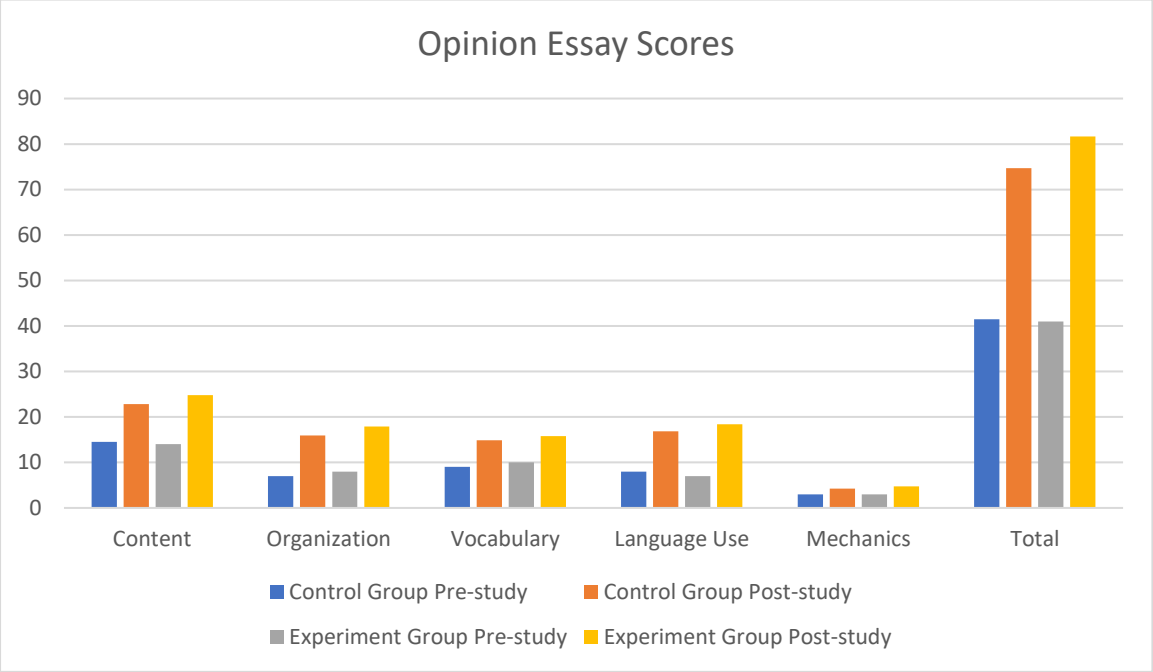
4.2. Post-study Findings:

4.2.1. Research Question 1: Does online peer feedback have an effect on students' opinion essay writing performances in terms of 1a. content, 1b. organization, 1c. vocabulary, 1d. language use and 1e. mechanics?

In order to answer this question, participants in both CG and EG were asked to write an in-class opinion essay after the treatment. The essays were scored by two graders through the same procedure. As in pre-study evaluation, double blind marking was executed via ESL Composition Profile (Jacobs et al., 1981). The results were as follows (see Figure 2).

Figure 2

Opinion Essay Scores of Participants



The results of the opinion essay evaluation show that although participants in both groups improved their writing performances compared to pre-study, total score of EG was slightly higher than that of CG, which were 81.7/100 and 74.7/100, respectively. In order to investigate if there is any statistical difference between post-study scores of CG and EG, the researcher calculated the mean scores of each group for 1a. content, 1b. organization, 1c. vocabulary, 1d. language use and 1e. mechanics as well as total score on SPSS (see Table 7).

Table 7

Descriptive Statistics of Post-Study Mean Scores of Participants' Essay Grades

		Control Group	Experiment Group
1a. Content	Mean	22.80	24.81
	N	18	22
	Std. Deviance	3.69	4.28
	Variance	13.67	18.35
1b. Organization	Mean	15.91	18.61
	N	18	22
	Std. Deviance	2.69	3.76
	Variance	7.28	14.20
1c. Vocabulary	Mean	14.88	15.81
	N	18	22
	Std. Deviance	2.65	2.75
	Variance	7.07	7.60
1d. Language Use	Mean	16.86	18.40
	N	18	22
	Std. Deviance	3.60	4.03
	Variance	12.99	16.28
1e. Mechanics	Mean	4.25	4.72
	N	18	22
	Std. Deviance	1.03	0.53
	Variance	1.06	0.53
Total	Mean	74.72	81.70
	N	18	22
	Std. Deviance	12.36	11.71
	Variance	152.78	137.24

Following this step, the researcher carried out an independent t-test analysis in order to investigate whether the comparison of post-study mean scores of participants' essay grades of CG and EG can be considered to be statistically significant. At $p < 0.05$, the absolute value of

the calculated t was smaller than critical value for 1a. content (-1.57 < 2.02), 1c. vocabulary (-1.07 < 2.02), 1d. language use (-1.26 < 2.02), 1e. mechanics (-1.88 < 2.02) and total scores (1.82 < 2.02). As a result, the scores of CG and those of EG were not statistically significantly different. However, the absolute value of the calculated t for 1b. organization exceeded the critical value (2.54 > 2.02). Thus, the difference between the scores of CG for organization (M=15.91, SD=2.69) and those of EG (M= 18.61, SD=3.76) can be considered as statistically significant; t(38)= 2.54, p<.001 (see Table 8).

Table 8

Independent Samples T-Test Results Comparing Post-Study Mean Scores of Participants' 1b. Organization Grades of Control Group and Those of Experiment Group

Post Study	N	Mean	SD	t	sig
Control Group	18	15.91	2.69	2.54	.001
Experiment Group	22	18.61	3.76		

**p<.05*

4.2.2. Research Question 2: To what extent do students provide relevant and accurate online peer feedback?

To be able to answer this question, the researcher collected online peer feedback forms from EG and matched them with the student essays numbering each pair for anonymous grading. Then two graders were asked to examine all the comments of participants and rate them on their degree of agreement or disagreement with the given feedback, with 1 indicating strongly disagree, 2–3 average, and 4–5 strongly agree. Graders were also asked to justify themselves by making comments if they disagree with the provided feedback. At this stage, in order to ensure inter-rater reliability, scores of each grader were compared on SPSS. Since there were two graders, Cohen's Kappa statistic was used to investigate the inter-rater reliability between the graders. If the kappa is between -1 and +1, it is accepted that there is an agreement between graders (Cohen, 1960). The agreement between the graders was found to be significant (Cohen's Kappa = 0.93; p < 0.001).

The online peer feedback form which was used by the participants to evaluate opinion essays of their peers included questions related to content, organization, vocabulary, language use and mechanics. The graders' level of agreement with the given feedback is shown in the table below (see Table 9).

Table 9

Online Peer Feedback Accuracy and Relevance

	Content	Organization	Vocabulary	Language Use	Mechanics
Grader 1	4.15	4.25	3.09	3.22	3.93
Grader 2	4.25	4.34	2.86	3.63	3.82
Average	4.20	4.29	2.97	3.45	3.87

While both graders agreed with peer feedback provided by the participants in terms of content, organization, and mechanics, it is seen that the level of agreement decreases for language use and vocabulary, which were 3.45 and 2.97, respectively. Language use questions of the online peer feedback form mainly focused on sentence fragments, run-on sentences and subject-verb agreement, while the focus of vocabulary section was part of speech errors. Both graders commented that most participants failed to locate grammatical and lexical mistakes in the essays while a few attempted to correct sentences with no mistakes. Main trend for students answers for language use and vocabulary questions was:

“No mistakes/errors.”

“I didn’t see any errors.”

“I couldn’t find/notice.”

“There is no problem.”

“All of them are correct.”

Another point both graders made was that some of the students who located grammatical and lexical mistakes in the essays tend to use a question mark (?) next to their comments:

“Internet use be? and people doing influencer? Paragraph 3”

“We hear people for away???”

“I cannot imagine life internet?? (One word is missing)”

“Thanks for internet?”

“For learn?”

“Internet is easier their life?”

4.2.3. Research Question 3: To what extent do students provide efficacious online peer feedback in terms of cognitive features of peer feedback?

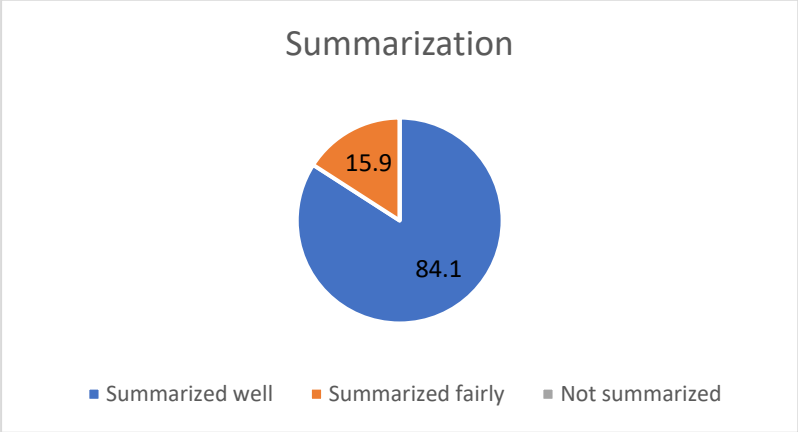
To answer this question, provided online peer feedback was evaluated qualitatively by two graders using a coding scheme adapted from Kerman et al., (2022). The coding scheme includes four sections, which are summarization (Cohen’s Kappa = 0.83; $p < 0.001$),

specificity: for problems (Cohen's Kappa = 0.66; $p < 0.001$), for solutions (Cohen's Kappa = 0.85; $p < 0.001$), for localization (Cohen's Kappa = 0.77; $p < 0.001$), explanation (Cohen's Kappa = 0.75; $p < 0.001$), and scope (Cohen's Kappa = 0.85; $p < 0.001$). Interrater reliability for each section was found to be high. For the first three sections, the graders analysed student feedback from 0 (poor) to 3 (good) while the scope was investigated in terms of whether it was local (1) or global (2). Not all codes were suitable to apply to all feedback comments. As a result, learner comments were classified into types of feedback whether it is summarization, specificity, explanation or scope. Then another classification was made in terms of problems (mentioned or not and localized or not), solutions (offered or not), summarization (detailed or brief).

4.2.3.1 Summarization: For summarization to take place, it is expected from participants to include a summary statement in their feedback. The average score of both graders' shows that majority of the participants benefitted from summarization while giving online peer feedback (See Figure 3).

Figure 3

Summarization Percentages of Participants' Online Peer Feedback



While 84.10 % of participants preferred to resort to a great deal of summarization in their feedback, only 15.90 % included a short summary. Examples of summary statements are:

"Content and explanations of the author are good."

"Each body paragraph has a topic sentence, and they are well-written."

"Information about the topic is provided well."

"Introductory paragraph is successful and interesting."

"In general, everything is fine. It is a little disturbing that there are similar sentences in the first and last paragraphs."

“The main idea, the importance of the internet in our lives, explanatory sentences and examples enriched the narrative.”

“Good because you used questioning method in the introductory paragraph.”

“The introduction sentence was very strong and was a good start to catch reader’s attention. Personally, when I read the first sentence, I got amazed by their voice.”

“My friend, you mentioned your thesis in the first sentence of your introductory paragraph :).”

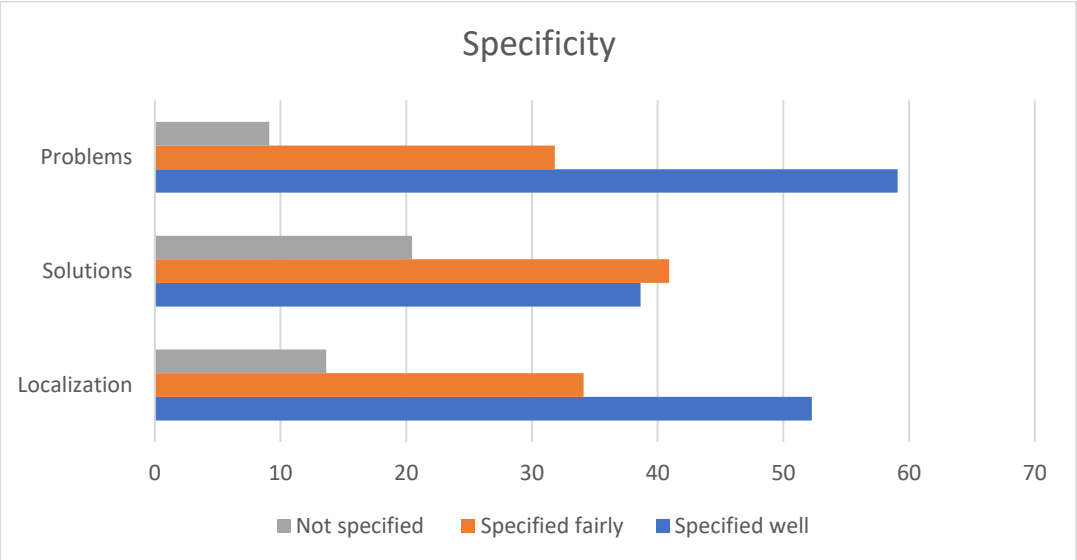
“When we read, we can understand the subject and writer narrowed ideas well.”

“In my opinion, this essay was written effectively by author. But there are some errors. However, if you correct these mistakes, you will be better.”

4.2.3.2 Specificity: Specificity was analysed under three sub-topics, which are specificity of problems, specificity of solutions, and specificity of localization. According to the evaluation of the graders, almost 60 % of the participants managed to identify the problems explicitly. Moreover, 52.27 % mentioned the location of the identified problems. However, only 38.65 % were able to suggest a solution explicitly (see Figure 4). Still, the percentage of the participants who did not specify problems, offer explicit solutions, and state where the problems were relatively low compared to that of participants who did so. The percentages were only 9. 10 %, 20.45 % and 13.63 %, respectively.

Figure 4

Specificity Percentages of Participants’ Online Peer Feedback



Examples of specificity are:

“Body 2= One more sentence could have been added. For example: ‘Therefore, the games children play online should be under the control of parents.” (Localization / Problem / Solution)

“In the introductory paragraph, writer starts the paragraph with thesis statement, but it should have been at the end. That is to say there should be better narrowing down.” (Localization / Problem / Solution)

“Introductory paragraph= 2nd sentence, after ‘since’ there is a grammar mistake. Body 2= 2nd sentence. Body 3= 1st sentence (But I am not sure. I think another tense should be used)” (Localization / Problem)

“Author’s main idea is internet is necessary. But the writer said ‘internet is important for people. I disagree with this idea’, so the second sentence is wrong.” (Localization / Problem)

“A lot of people spends (second sentence)” (Localization / Problem)

“In the first body paragraph, there is a topic, but in the second there isn’t any topic. And in the second paragraph the author has used word ‘finally’. This word does not fit to this paragraph.” (Localization / Problem)

“Don’t, can’t” (Problem)

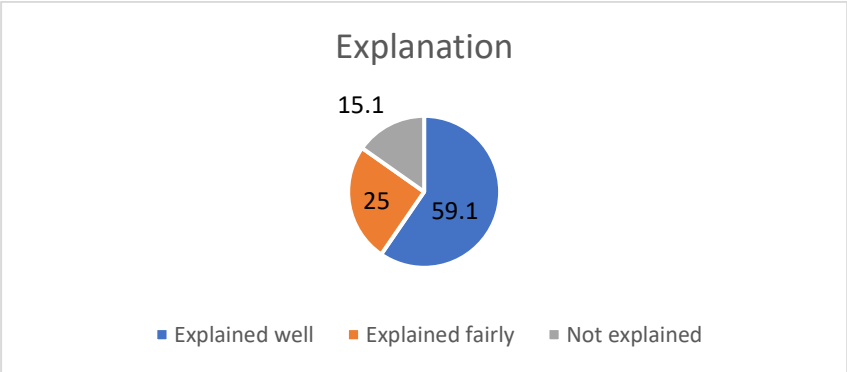
“Useing, benefical, techonological, fineally.” (Problem)

“Be careful with ‘commas’ and ‘periods’. A few words are misspelled.” (Problem)

4.2.3.2 Explanation: Explanation is the motive behind the provided feedback. Graders mentioned that approximately 60 % of the participants explained the reason why they needed make a comment on their peers’ opinion essays in detail, whereas only 15.90 % of them did not include any explanation in their feedback (see Figure 5).

Figure 5

Explanation Percentages of Participants’ Online Peer Feedback



Examples of explanation are:

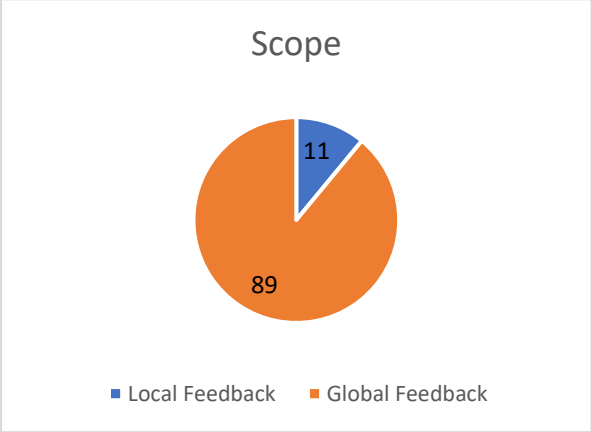
“The internet is not only a source of information. There are other benefits of the internet, so your content is missing some ideas.”

"Author's thesis statement is 'we can't think a life without internet. Internet is very important in terms of …' I think it is clear because I can see your opinion and subtopics."
"Introductory paragraph was catchy because our lives were included in it. It could have been better because it was a little bit cliché."
"Body 2 and 3 are too general, so there should be more examples to make it more specific."
"Author gave little information in introductory paragraph. I think writer doesn't narrow down the ideas well."

4.2.3.3 Scope: Scope is related to local feedback and global feedback. While local feedback addresses mechanical issues more related to grammar and lexis, global feedback is about organizational patterns and content of the writing. In this study, a substantial amount of global feedback was provided by peers with 89 % whereas local problems were not mentioned fairly with only 11 % (see Figure 6).

Figure 6

Scope Percentages of Participants' Online Peer Feedback



CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Conclusion and Discussion

This research mainly aims at investigating whether online peer feedback has an effect on improvement of the students' opinion essay writing performances. To this end, opinion essay scores of CG and EG, both of which participated in feedback focused mixed approach 5-week long writing lessons designed by the researcher in accordance with writing syllabus of the institution, were compared by two graders using ESL Composition Profile (Jacobs et al., 1981). Additionally, if students can provide accurate and relevant online peer feedback and if the provided feedback is efficacious in terms of cognitive features of peer feedback were analysed qualitatively. To achieve this, feedback forms, which 22 participants in EG uploaded on an online feedback platform answering 17 open-ended questions, were evaluated regarding graders' agreement with the provided feedback, and a coding scheme was used for the analysis of cognitive features. This chapter discusses the results of the study in the light of reviewed literature.

5.2. Discussion of Research Question 1

The aim of research question 1 was to investigate if online peer feedback has an effect on students' opinion essay writing performances in terms of 1a. content, 1b.organization, 1c. vocabulary, 1d. language use and 1e. mechanics. To this end, at the end of a 5-week research process, 40 opinion essays, 18 of which were written by participants in CG and 22 of which were written by participants in EG, were double blind marked. The mean scores of all essays for each criterion (content, organization, vocabulary, language use and mechanics) and for total scores were calculated on SPSS, and an independent sample t test was done in order to find out if there is any statistically significant difference. The results of SPSS analysis showed that both CG and EG performed far better in comparison with their pre-research performances. However, the essay scores of participants did not show any significant difference except for 1b. organization criterion, in which EG outperformed CG. Organization scores of EG ($M= 18.61$, $SD=3.76$) were considered as statistically significant; $t(38)= 2.54$, $p<.001$.

Results of similar studies on peer feedback and its effect on writing performance yielded various results. This result is in line with several previous studies (Albelihi & Al-Ahdal, 2022; Baharudin & Razali, 2022; Kayacan & Razı, 2017; Strijbos et al., 2010), while there are studies that claim that online peer feedback is more effective than traditional feedback practices

in terms of writing performances (Ciftci & Kocoglu, 2012; Khalil, 2018). In a relatively recent study, Pham et al., (2022) also concluded that online peer feedback which was provided via comments made by participants on a social media platform helped university students improve their writing performances more compared to pen and paper peer feedback.

According to Hattie and Timperley (2007), for peer feedback to be instructionally effective, provided information needs to underline the difference between what a learner understands and what the actual performance is expected to be. This can be achieved through affective or cognitive processes. However, "feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed" (p. 82). In a study by Riddell (2015), feedback was defined as a cycle with integrated phases, which are performance, feedback, and revision. 68 university students who participated in the research received feedback from their peers multiple times throughout the term. Having compared final essay scores with those of the ones who were not a part of the project, Riddell (2015) concluded that there was a significant difference between writing performances of participants. Similarly, the results of a study by Huisman et al., (2018) display the importance of longer participation in peer feedback practices. They conclude that the more learners participate in feedback processes, the more their perception of peer feedback changes, which may result in higher writing performances. Namely, students in this study were subject to only a 5-week long teaching process, in which they provided and received peer feedback twice. If learners are given the opportunity of studying in a feedback focused learning context for longer periods of time, they may benefit more from peer feedback in terms of their writing performances.

Another point mentioned by researchers is the need for training for peer feedback to be effective in terms of writing performance. From training perspective, the necessity of training is investigated in terms of training in how to give feedback and training in how to act upon given feedback. According to Gielen et al., (2010), for peer feedback to be effective on writing performance, the most important criterion is 'justification' of the provided feedback. In order to teach learners how to justify their comments through training and guidance is regarded very important although it is a challenging task. It is also possible that students may not generate helpful feedback because they lack enough training in order to be able to give helpful feedback (Cho & Schunn, 2007). Cui et al., (2022) investigated the effect of peer and teacher feedback in terms of writing revision. They mainly aimed at making a systematic comparison between teacher feedback and peer feedback of trained and untrained students. The research was conducted with the participation of 56 EFL students at a university. In terms of revisions,

teacher feedback, trained student feedback, and untrained student feedback were observed to have more effect, respectively. There are many other studies that highlight the significance of training in peer feedback (DiGiovanni & Nagaswami, 2001; Kaya & Yaprak, 2020; KESKİN, 2022; Lam, 2010; Liou & Peng, 2009;, Min 2005 ; Min, 2006; van den Bos & Tan, 2019). In this research, participants in EG took part in one training session which was held face-to-face with the guidance of their instructor. They were instructed how to use the online platform for giving feedback. They also discussed all the items in the feedback form, and their questions were addressed. However, considering the complex nature of feedback and participants' inexperience in giving feedback, more training sessions may help students improve themselves in providing helpful feedback to their peers, so that they can improve their writing performances. Another point under scrutiny of training is related to training recipients of feedback about how to make revisions. According to Topping (1998), "feedback is useful only when recipients act upon it. This has implications for the training of assessees" (p.255). Similarly, according to Berg (1999), language learners may lack the skill to respond to writing. As a result, it may not be realistic to anticipate that they can react constructively to peer feedback and revise their writing unless they are trained in how to achieve this. According to Flower at al., (1986), in the final stage of peer feedback, strategy selection, the fact that reviewers come up with a strategy to solve the detected problem via rewriting or revising is crucial for better writing performance. In this study, learners' questions about the feedback that they received from their peers were addressed after they received peer feedback for the first time. Nevertheless, more training, especially about how to solve mentioned problems may increase learners' writing performances.

Another issue with peer feedback and writing performance can be mentioned from a sociocultural point of view. Zhao (2018) claims that peer reviewers must be collaborative and ready to negotiate their suggested strategies while student writers must ask for justifications from their peers and try to reason the proposed feedback, so that both parties may actively take part in peer feedback process. This involvement may yield more productive learning outcomes from a socio-cultural perspective. Additionally, according to Kollar and Fischer (2010):

> Simple engagement in task performance, feedback provision, feedback reception, and revision does not automatically mean that "learning" takes place. In fact, any of the four activities can be performed weakly. When learning is seen as high-level change in an individual's knowledge base, then, to make peer assessment a successful enterprise, it is necessary that high-level cognitive processing occurs (p.6).

At this point, they highlight the importance of interaction between the peers at all four stages. In addition to interaction between two learners, if students are provided with feedback from multiple peers, they try to revise their papers more as there is an audience that values their written work (Cho & MacArthur, 2010). In this study, the researcher benefitted from online scripted peer feedback, through which participants provided asynchronous written feedback to their peers. Peer interaction was mainly single way from assessor to assessee. Lack of interaction between peers may result in limited improvement in writing performance.

Yet another suggestion for feedback to be more effective on writing performance is that learners should mark their peers' written work as well as providing commentaries. According to Nicol and Macfarlane-Dick (2006), students are expected to clarify what is meant by good performance if they are to benefit from provided feedback. To achieve this, they suggest several strategies, one of which is assessment exercises. During these exercises, students mark sample written work using the provided criteria. Huisman et al., (2019) also claim that nature of peer feedback is a factor affecting writing performances of students. Namely, provided peer feedback may yield more writing improvement if it includes not only comments but also grades. In the current study, learners did not grade their peers' papers although they were familiarized with the assessment criteria, which may have also hindered a significant performance increase.

Finally, according to Hayes (2012), to be able to revise a piece of writing and give peer feedback, students should be able to detect a problem, diagnose it, and choose a strategy to solve it. Students with higher ability in writing can locate more problems compared to the ones with lower ability. To improve their performances, students need to be able to select and apply suitable strategies to reach the intended goal. This is especially important because students' ability to assess others' work does not always mean that they are able to perform well. Namely, providing effective feedback is necessary but not enough for improvement (Sadler, 1989). The fact that there was no significant difference between writing performances of EG and those of CG may have also resulted from language level of students rather than the issues with provided feedback.

5.3. Discussion of Research Question 2

The second research questions aimed at investigating relevancy and accuracy of online peer feedback provided by participants. Two graders evaluated feedback forms of all participants in terms of their agreement with 1 indicating strongly disagree, 2–3 average, and

4–5 strongly agree with the given feedback. All questions and participant comments were categorized into content, organization, vocabulary, language use and mechanics sections. The results of the analysis displayed that participants could provide highly accurate and relevant feedback for organization (4.29) and content (4.20) of the essays, while the accuracy and relevancy of the feedback for mechanics, (3.87) language use (3.45), and vocabulary (2.97) got lower, respectively. Some instructors have several concerns, in terms of validity and reliability of peer assessment, because students are novice reviewers with less content and genre knowledge than an expert. Also, they do not have much experience in assessing writing, and they may be susceptible to bias due to friendship and personal views (Cho at al., 2006; Dancer & Dancer, 1992; Saito & Fujita, 2004). According to Topping (2003), reliability and validity of peer assessment can be affected by context in which assessment is carried out, course level, type of the product, which is assessed, criteria and training. However, the results of this study show that these concerns can be addressed in several ways. Learners can provide more reliable and valid feedback on several aspects of writing once they are provided with a feedback script. In addition, concerns about possible bias can be overcome with the help of online anonymous peer feedback.

There are several other studies whose results are in harmony with these findings. Van der Berg at al., (2006a), conducted a study with the participation of 9 teachers and 168 students at a university in the Netherlands. They benefitted from Topping's (1989) peer feedback design in this research. Having exchanged drafts, students were asked to assess them using the provided criteria, fill in an assessment form and make recommendations. Teachers only monitored the process and did not give any feedback before students received peer feedback. The analysis of written peer feedback showed that feedback was mainly product oriented and lacked analysis, evaluative comments or revisions. Generally, given feedback focused on content and style. Students did not provide much feedback on structure. Similarly, Tuzi (2004) investigated the effect of written online feedback on writing revisions of 20 university students. Students received feedback on their drafts via the website developed by the researcher, and the feedback was also emailed to teacher as well as students. Participants submitted six essays and were allowed to revise them up to five times. Revisions were made as a result of multiple sources as well as online feedback. In terms of grammar revisions, writing center was listed as the main stimulus, while e-feedback was regarded important for addition of new opinions to the essay drafts. Another recent study in Turkish context was conducted by Bilki and Irgin (2021) so as to investigate the effect of online blog-based peer feedback on students' writing

performance. 24 university students in an academic writing course produced three writing drafts in three different genres in 14 weeks. Essay drafts were evaluated twice by peers and once by the instructor before the final paper was published on online blog. Drafts of the participants were analysed in terms of local feedback and global feedback. The results showed that students gave more global feedback than local feedback for all drafts. Additionally, some areas in local feedback such as mechanics and spelling were overlooked by the participants while there were almost no comments on punctuation, word choice and linkers. On the other hand, there are also some studies where participants tend to give more feedback on surface problems such as grammar and vocabulary while ignoring issues related to meaning and organization (Ekşi, 2012; Keh, 1990; Stanley, 1992). Researchers have put forward several reasons for the salience of effective feedback on global problems in writing.

One reason is that if learners are introduced to different aspects of peer feedback, they tend to focus more on content and organization of the writing rather than grammatical or lexical errors compared to untrained reviewers whose attention is generally on surface issues (Lam, 2010; Rollison, 2005; Subaşı, 2014). In this study, participants were familiar with different dimensions of feedback as a result of classroom discussions held before they were asked to provide peer feedback. Additionally, importance of genre was highlighted during teaching period since opinion essay was taught in a mixed approach writing frame. The focus on genre leads learners to gain a better understanding in terms of organization and meaning of the written text (Hyland, 1990). Similarly, according to Cho et al. (2006) and Cohen and Riel (1989), benefits of peer review systems are not limited to opportunities for more writing practice and detailed feedback. They also help create a natural context for writing since students are members of a writing community rather than writers with an unrepresentative audience that is the teacher in writing classrooms. Gaining a deeper perspective on genre and targeted audience may also have prompted participants to give more accurate and relevant feedback on organization and content.

Another reason is benefitting from scripted peer feedback or related criteria. Learners' engagement with a peer feedback script or criteria before the provision of feedback helps them acquire evaluative skills. As a result, students with lower language proficiency as well as with higher ones can provide feedback on different aspects of writing such as organizational patterns and content (Cao et al., 2019; Latifi et al., 2021; Noroozi et al., 2016). Providing feedback on grammar, lexis, and mechanics can be difficult for learners since they are not proficient in language. In a study, Allen and Mills (2016) compared peer feedback on writing which was

provided by learners with high level and low level proficiency in English. The results showed that language levels of students are highly related to the amount of suggested feedback. Lack of grammatical and lexical knowledge may cause learners to hesitate to suggest feedback since they are not sure of their language skills in these areas (Liu & Sadler, 2003) Participants in this study also started preparatory school in A1 level classes at the beginning of the academic year, and this study took place at the beginning of spring term. As a result, they may have lacked grammar and vocabulary knowledge to notice the errors and make accurate suggestions on these areas.

Finally, among many guidelines that Shute (2008) proposed for formative feedback to increase learning, that elaborate feedback should be provided in manageable units and that provided feedback should be to the point and clear with determined performance goals stands out. Likewise, according to Tuzcu-Eken (2021), in terms of formative peer feedback, novice reviewers should be able to review their peers' written work multiple times. If they are expected to focus on a single aspect of feedback each time, they may have a clearer purpose. As a result, they can produce more effective feedback on different aspects of writing. In this study, participants were expected to give feedback on content, organization, vocabulary, language use and mechanics at the same time. That is why they may have focused on some aspects more in accordance with their perspective of importance.

5.4. Discussion of Research Question 3

The last research question investigated cognitive features of feedback. Learners' comments were evaluated via a coding scheme in order to analyze summarization, specificity, explanation, and scope. Approximately 85 % of participants included detailed summaries in their feedback whereas the rest summarized their comments briefly. In terms of specificity, three fifths identified existing problems and nearly 53 % mentioned where the problems were. However, the number of suggested solutions was lower with almost 40 %. Also, 60 % of the participants explained in detail why a revision is necessary. Finally, almost 90 % of comments made by the participants were related to global problems rather than local ones. There are several studies that have investigated cognitive features of peer feedback.

For feedback to help learners improve their performance, it needs to be presented in manageable units (Shute, 2008). However, the longer the writing task gets, the more complex it becomes. According to Bransford and Johnson (2004) for learners to remember given feedback, their memories should be cognitively active and be able to sort given feedback into

chunks, which also gets more difficult due to the length of written work. Feedback summaries help learners to achieve this. In this study, all participants included summaries, whether lengthy or short, in their comments.

Learners cannot be expected to correct their mistakes unless they are aware of there are problems with their writing. Identification of problems helps them notice their mistakes and revise their written work accordingly. Regardless of their writing performances, learners can identify problems about several aspects of writing and provide useful feedback to their peers as long as feedback practices are scaffolded (Wu, Y & Schunn, 2022). Kerman et al., (2022) mentions that there is a relation between students' success in English and the type of online peer feedback that they receive. They analyzed the final argumentative essay scores of 284 university students who had received online peer feedback based on the same criteria. After the analysis, they divided students into three groups as successful, less successful and unsuccessful. The analysis of feedback that each group had received in terms of affective feedback, cognitive feedback, and constructive feedback showed that the students with lower essay scores got more affective feedback compared to the ones with better essay scores who received more cognitive feedback on identification of problems in their written work. In this research, 60 percent of participants could identify existing problems in their peers' writings. Additionally, identification of problems is beneficial not only for the learners that receive feedback but also for assessors. Lu and Law (2012) conducted a study with high school students. One issue they investigated was the effects of cognitive features of peer feedback provided on an online platform. Quantifications of students' comments in terms of cognitive features showed that students as feedback givers benefitted more from identification of problems and suggestion of solutions than feedback receivers in their final drafts. This may have resulted from the fact that providing feedback is more cognitively demanding than receiving it. Thus, it may not be wrong to claim that both assessors and assessees in EG have benefitted from peer feedback practices.

In addition to identification, localization of problems and, more importantly, offering a solution to these problems are also considered important in terms of efficacy of peer feedback (Bitchener et al., 2005). Nelson and Schunn (2009) conducted a study to investigate effects of different types of feedback on students' writing performance. To achieve this, they analyzed 1073 peer feedback samples provided by university students on an online peer review platform in the USA. The researchers provided feedback guidelines for students and produced a coding scheme for the analysis of given feedback. Totally, they analysed 10 cognitive and affective

features of peer feedback, only one of which affected students' performance significantly. Students revised their papers more once they were offered with a 'solution'. Additionally, they concluded that students understood the mentioned problem better once they were given the location and/or solution of problems. More than half of the participants in this study managed to locate problems in their peers and almost 40 % offered useful solutions to these problems.

According to Ferris (1997), feedback that solely gives information about the errors does not necessarily lead to revisions. For feedback to be effective in terms of revisions, it needs to be text specific rather than general. Also, intent of feedback needs to be mentioned. This can be achieved with explanation. However, explanations also need to be precise and brief (Tseng & Tsai, 2007). 60 % of participants in this study made explanations about the necessity of suggested revisions, which also may indicate another benefit of peer feedback in this study.

The last component of cognitive features of peer feedback is scope. Scope is investigated in accordance with whether provided feedback is local or global. Both kinds of feedback whether it is local (Lin et al., 2001) or global (Wade-Stein & Kintsch, 2004), are considered important in terms of successful application of feedback. However, research in terms of the scope of peer feedback yielded various results. In some studies, learners focused more on global issues (Bilki & Irgin, 2021; Ma, 2020) whereas in others provided feedback was mainly about local features (Abri et al., 2021; Hsu, 2019). A study conducted by Pham and Usaha (2016) yielded similar results to this study. Students produced more global peer feedback than local peer feedback for all drafts. However, not all comments of reviewers, whether they were local or global, were reflected in writers' revisions. Writers mentioned several reasons for this. Some participants could not find a solution to the addressed problem, some did not think the review was about an actual problem, and some others believed that their version was better than the suggested solution. That majority of the participants with 90 % provided global feedback in this study is also in line with the results of previous research questions and that participants of EG scored significantly higher than the ones in CG in terms of organization might show that feedback receivers accepted and reflected upon given global feedback. Similarly, participants in EG scored relatively high in content criterion among all aspects of assessment criteria. Graders also highly agreed with participants' feedback in terms of organization and content. Namely, it will not be wrong to assume that feedback givers in this study provided effective global feedback whose main concern is meaning and organization and that feedback receivers benefitted from their peers' comments.

5.5. Suggestions

This research has mainly aimed at investing the effects of online scripted peer feedback on learners' writing performances at a preparatory school of a public university in İstanbul in 2021-2022 academic year spring semester. To this end, the researcher has suggested a feedback-focused mixed approach to teaching essay writing to learners that started the academic year at A1 level. At the end of the research process, writing samples of all participants were analysed and compared in terms of organization, content, language use, lexis, and mechanics. Additionally, online peer feedback that was provided by the participants in the EG was analysed in terms of its efficacy and relevance as well as its cognitive features.

The results of the study showed that learners that received online peer feedback from their counterparts produced moderately better essays in terms of content, language use, lexis, and mechanics although there was no statistically significant difference compared to those of the learners who did not receive peer feedback. However, when it comes to organization, the former group outperformed the latter significantly. Moreover, analysis of the provided feedback proved that learners could provide relevant and effective feedback, especially for global features of writing regardless of their proficiency in English. While providing feedback, majority of the participants also managed to provide summaries and explanations as well as mentioning the problem specifically. Nevertheless, the number of suggested solutions to local issues was relatively low.

Previous online peer feedback studies conducted in Turkey at university level yielded valuable data. However, none of these studies specifically focused on scripted online peer feedback and its effect on writing performance. Similarly, no other studies in Turkey did analyse cognitive features of online peer feedback on writing. As a result, this study might fill the gap in literature and help teachers to gain more insight about peer feedback practices in teaching writing.

On the other hand, there are some limitations of this research. Due to the Covid 19 pandemic, the number of participants was not as high as intended. Also, all participants had a similar level of English proficiency, and the duration of the research was limited to five weeks as requested in writing syllabus of the institution. Thus, generalizing the results of this study for a large number of learners and across different English proficiency levels might not be right.

Although current research has several pedagogical implications for writing instructors and writing program developers, more research on online peer feedback might be suggested

since the results of studies on this subject matter are not straightforward. To be able to overcome aforementioned limitations, the researchers might investigate the effects of scripted online peer feedback on writing with a higher number of participants in longitudinal studies since time plays an important role for training in how to provide effective peer feedback and in the cognitive processes that learners need to go through for the uptake of the provided feedback. In addition, research on cognitive processes for not only feedback receivers but also for feedback providers might help researchers gain more insight about the nature of peer feedback. Finally, comparative studies with participants that have different levels of English proficiency might yield useful data for integration of online peer feedback into teaching writing.

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Appendices

Appendix 1: Approval Form of the Istanbul University Ethics Committee

Tarih ve Sayı: 13.01.2022-703372

T.C.
İSTANBUL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu Başkanlığı

Sayı :E-35980450-663.05-703372
Konu :Tuğba SERTBAKAN

Sayın Öğr. Gör. Tuğba SERTBAKAN

İlgi : 23.11.2021 tarihli, 622613 sayılı yazı

Sorumlu araştırıcılığını üstlendiğiniz 2021/261 dosya numaralı "Akademik Yazma Eğitiminde Süreç-Tür Temelli Yaklaşımın Etkileri" başlıklı çalışma, Kurulumuzun 06.12.2021 tarih ve 11 sayılı toplantısında görüşülerek etik yönden uygun bulunmuş olup, karar ekte sunulmuştur.

Bilgilerinizi rica ederim.

Prof. Dr. N. Tolga SARUÇ
Başkan

Ek:Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu Kararı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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34452 Beyazıt/Fatih-İstanbul
Tel : 0212 440 20 89 Faks : 0212 440 20 88
e-posta : sosyalbilimleretikkurul@istanbul.edu.tr Elektronik Ağ : www.istanbul.edu.tr
Kep Adresi: istanbuluniversitesi@hs01.kep.tr

Bilgi için : Süleyman ARIK
Dahili : 10689

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Tarih ve Sayı: 30.12.2021-674218

T.C.
İSTANBUL ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER
ARAŞTIRMALARI ETİK KURULU BAŞKANLIĞI

İlgili makama,

İstanbul Üniversitesi, Yabancı Diller Yüksekokulu Öğretim Görevilisi (D) **Tuğba SERTBAKAN** "Akademik Yazma Eğitiminde Süreç-Tür Temelli Yaklaşımın Etkileri" başlıklı, **2021/261** dosya numaralı 25.11.2021 tarih ve **622613** sayılı başvurusu ile İ.Ü. Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu'na başvurmuştur. 06.12.2021 tarihinde gerçekleşen inceleme sonucunda, adı geçen çalışmada etik açıdan bir sorun olmadığına oybirliği ile karar verilmiştir. Gereğini bilgilerinize saygılarımızla sunarız.

Unvanı / Adı / Soyadı	Kurumu	Araştırma ile ilişki	Karar	İmza
Prof. Dr. Naci Tolga SARUÇ (Başkan)	İktisat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Doç. Dr. Çiğdem Börke TUNALI (Başkan Yardımcısı)	İktisat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Eray YURTSEVEN (Başkan Yardımcısı)	İstanbul Tıp Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Aydın TOPALOĞLU	İlahiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Yasemin IŞIKTAÇ	Hukuk Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Selahattin KARABINAR	İktisat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Seyhan NİŞEL	İşletme Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Mustafa Hamdi SAYAR	Edebiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Selim YAZICI	Siyasal Bilgiler Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Rasim İlker GÖKBULUT	Ulaştırma ve Lojistik Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Enes KABAKCI	Edebiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Prof. Dr. Haluk ZÜLFİKAR	İktisat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Doç. Dr. Hanife Özlem SERTEL BERK	Edebiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Doç. Dr. Şerife Sema KARAKELLE	Edebiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Dr. Öğr. Üyesi Göklem TEKDEMİR YURTDAŞ	Edebiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Dr. Öğr. Üyesi Bengi PİRİM DÜŞGÖR	Edebiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Dr. Öğr. Üyesi Ayşe Elif YAVUZ SEVER	Edebiyat Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	
Dr. Öğr. Üyesi Mehmet Güven GÜNVER	İstanbul Tıp Fakültesi	E O H O	O Onay O Katılmadı O Ret O M.Katılmadı	

Appendix 2: Consent Form for the Comparison Group

T.C. İstanbul Üniversitesi

Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Sizi İstanbul Üniversitesi Yabancı Diller Yüksekokulu Öğretim Görevlisi Tuğba Sertbakan tarafından yürütülen "Akademik Yazma Eğitiminde Süreç-Tür Temelli Yaklaşımın Etkileri" başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı süreç-tür temelli yazma yaklaşımının İngilizce akademik yazma eğitiminde kullanılmasının, öğrencilerin akademik yazma becerileri üzerine olan etkilerini incelemektir. Bu çalışmada yer aldığınız grup kontrol grubudur. Araştırmada sizden tahminen 5 hafta süresince haftalık 4 ders saati (40 dakika) ayırmanız ve bir İngilizce kompozisyon yazmanız istenmektedir. Bu kompozisyonlar hiçbir şekilde ders notunuza etki etmez ve sadece bu araştırma için kullanılacaktır. Araştırmaya sizin dışınızda 39 kişi katılacaktır kişi katılacaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Bu araştırmaya katılımınızın uygulamanın yapıldığı derslerdeki notlarınıza ve başarı değerlendirmenize herhangi bir etkisi olmayacaktır. Çalışmanın amacına ulaşması için sizden beklenen, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışma kapsamında katılımcılardan ön değerlendirme, art değerlendirme ve gecikmeli art değerlendirme olarak İngilizce kompozisyon örnekleri toplanacaktır. Kompozisyon örneklerinde katılımcılarının kimliğini belli edecek hiçbir bilgi kullanılmayacak yalnızca kod numaraları kullanılacaktır. Katılımcı onam formları, kompozisyon örnekleri ve katılımcıların isimlerini içeren dokümanlar da dâhil olmak üzere çalışmada kullanılan tüm bilgi ve belgeler araştırma süresi boyunca ve bu süreyi takip eden 3 yıl boyunca kilitli bir dolapta muhafaza edilecektir. Bu bilgileri içeren dijital dokümanlar ise giriş kodu gerektiren bilgisayarlarda ya da depolama sistemlerinde saklanacaktır. Çalışmanın herhangi bir noktasında katılımdan vazgeçildiği durumlarda o ana kadar katılımcıdan toplanan tüm veriler imha edilecek, katılımcıya ait dijital veriler kalıcı olarak silinecek ve ona ait veriler çalışmaya dâhil edilmeyecektir. Çalışmayı takip eden üçüncü yılın sonunda tüm yazılı veriler kâğıt öğütücü kullanılarak imha edilecek ve dijital dokümanlar kalıcı olarak silinecektir. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. İletişim bilgileriniz ise sadece izninize bağlı olarak ve farklı araştırmacıların sizinle iletişime geçebilmesi için "ortak katılımcı havuzuna" aktarılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya tugba.sertbakan@istanbul.edu.tr e-posta adresi ve 05301503749 numaralı telefondan ulaşabilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının**:**

Adı-Soyadı: .....

İmzası: İletişim Bilgileri: e-posta: Telefon:

İletişim bilgilerimin diğer araştırmacıların benimle iletişime geçebilmesi için "ortak araştırma havuzuna" aktarılmasını; □ kabul ediyorum □ kabul etmiyorum (lütfen uygun seçeneği işaretleyiniz)

Araştırmacının

Adı-Soyadı: .....

İmzası:

Şahidin:

Adı-Soyadı: .....

Appendix 3: Consent Form for the Experiment Groups

T.C. İstanbul Üniversitesi

Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

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Araştırmacının

Adı-Soyadı: .....

İmzası:

Şahidin:

Appendix 4: Comparison Group Lesson Material

WEEK 1 & 2

A. Ask and answer the questions below with your partners.

1. What was your favorite subject at high school?
2. Were you good at science and maths? Did you enjoy the lessons?
3. Were you good at music and arts? Did you enjoy the lessons?
4. Do you think there is enough room for 'music and arts' in high school curriculum?
5. Do you think that students who take music and arts lessons are better at science and maths? Why?

B. You are going to read an extract from an article published in Forbes. Match the words below with their definitions before you read.

A. Data (n)	1. to make use of something for a particular purpose
B. Peer (n)	2. needing a lot of time and energy
C. Demanding (adj)	3. written symbols used to represent musical notes
D. Music notation (n)	4. information, especially facts or numbers
E. Ensemble (n)	5. a group of musicians who regularly play together
F. Tangible (adj)	6. to make something stronger
G. Apply (v)	7. a person who is the same age
H. Competitive (adj)	8. wanting very much to win or be more successful than other people
I. Strengthen (v)	9. real and able to be shown or touched

C. Now read the extract below and answer the questions.

High School Students Do Better in Science, Math and English If They Also Take Music Lessons (Adapted from https://www.forbes.com/sites/evaamsen/2019/06/25/high-school-students-do-better-in-science-math-and-english-if-they-also-take-music-lessons/?sh=30ae3f152fda)

Jun 25, 2019 , By Eva Amsen

A study from the University of British Columbia in Canada shows that students who took music lessons in high school performed better in subjects such as English, science, and math.

The researchers collected **data** from over 100,000 students at public high schools across British Columbia. This covered all the students who graduated between 2012 and 2015. More than 15,000 of them were taking music lessons during their time in high school. Comparing the test scores of students who took music classes with those of their **peers**, the musicians got higher grades in different school subjects.

"Learning to play a musical instrument is very **demanding**," says Martin Guhn, one of the researchers, "A student has to learn to read **music notation**, develop eye-hand-mind coordination, develop keen listening skills, develop team skills for playing in an **ensemble** and develop discipline to practice."

What this study doesn't tell us, though, is why music makes these students perform better, but the research paper mentions a few possible explanations. Several studies link music practice with neurological changes that improves certain brain functions. This could explain how studying music affects memory or planning skills, for example. But the researchers also consider that there is a possible motivational factor: Students who take music lessons see a **tangible** result from practice - they get better - and they might **apply** that **to** their other work. And finally, the non-**competitive** team aspect of making music together could **strengthen** students' social development, which would also help them in other areas.

Whatever the reasons may be, it seems like a good idea to continue to provide music education in high schools.

1. How many high school students participated in the research?

2. Why is learning to play a musical instrument difficult?

3. Write down possible three reasons why students who take music lessons are better in science, maths and English?

4. What do you think about the article? Have your ideas about the topic changed after reading the article?

D. Now compare your answers in groups of four.

E. Read the essay topic below and answer the questions in your groups.

Essay Topic: 'English and Maths are more important subjects than Art and Music'. Do you **agree or disagree** with the given statement?

1. What is the importance of this issue?
2. Who do you think is mostly concerned with this issue?
3. Who would be the potential audience for this essay?
4. What type of essay is the most appropriate to answer the writing prompt?
5. What is the possible purpose of the essay?

MODELING AND DECONSTRUCTION

A. Read the essay below and answer the questions in your groups.

Isn't it unfortunate that in today's society there are so many people who cannot read, write, or even do arithmetic? I **strongly believe that** subjects like Art and Music are important, **but** English and Maths are the most fundamental part of our education.

In the first place, when you know how to read, write, and do simple calculations, you have the tools required in order to deal with everyday matters. **For example,** being able to read and write can help you communicate and express yourself clearly. **Moreover,** you need basic maths for such daily chores as doing your shopping, paying your bills, and managing your money.

Furthermore, people should have good knowledge of English and Maths in order to find even the simplest job. It is important **because** reading, writing, and mathematical skills are the minimum requirements that most employers demand.

Finally, having mathematical and language skills contribute to your social life. You develop confidence in your ability to understand complicated things and in your own judgement. **Therefore,** you communicate better.

All things considered, it seems to me that English and Maths are vital subjects. Without learning to read, write, or do arithmetic, people may have difficulties coping with even the simplest tasks in daily life.

INTRODUCTION	1. Does the introduction of the essay appeal to you? 2. Which technique does the author use to create interest? 3. Does the author provide a clear thesis statement? 4. What do you think about the length of the introduction paragraph? 5. Do you think the introduction is well-written? If not, how would you improve it?
BODY PARAGRAPHS	1. How many claims does the author make to support the thesis statement? 2. Does he/she provide any explanations/reasons or examples to support each viewpoint? 3. Are body paragraphs proportional to each other? 4. Do you think that body paragraphs are well-developed in terms of content? If not, how would you improve them?
CONCLUSION	1. Did the author restate the thesis statement? 2. Did he/she mention the claims in body paragraphs? 3. Do you think the conclusion is well-written? If not, how would you improve it?

Read the essay again and answer the questions below. Then compare your answers in your groups.

1. What vocabulary items or language structures in the essay helps the author make the argument more convincing?
2. What do you think of the language use of the model essay? Is it formal or informal? Do you see any contractions in the essay?
3. What is the purpose of varied sentence types?
4. What tenses and modal verbs are used in the model essay? Why?
5. Underline the sentences that sound objective. In which paragraphs can you see this kind of sentences?
6. Underline the sentences that provide the author's opinions. In which paragraphs can you see this kind of sentences?

B. Look at the linking words and signal words in the box below. Reread the sentences with the bolded expressions in the model essay. Which ones can be replaced with ones in the model essay? Can you think of any other ones with the same/similar meaning? Complete the table below and compare your answers in your groups.

also for example to sum up firstly to begin with thus apart from this besides as far as I am concerned for instance in addition since furthermore all in all as taking everything into account in my opinion / view for one thing lastly secondly however

LINKING/SIGNAL WORDS IN THE MODEL ESSAY	LINKING/SIGNAL WORDS IN THE BOX WITH THE SAME MEANING	OTHER LINKING/SIGNAL WORDS WITH THE SAME MEANING
In the first place, SVO.		
Moreover, SVO.		
For example, SVO.		

Therefore, SVO.		
All things considered, SVO.		
I strongly believe that SVO. It seems to me that SVO.		
SVO because SVO.		
Finally, SVO.		
SVO, but SVO.		

C. USEFUL EXPRESSIONS FOR GIVING OPINIONS

I believe / think / feel (that) …

It seems / appears to me (that) …

I (completely) agree that / with …

As far as I am concerned, …

In my opinion / view, …

I strongly believe (that) …

I do not agree that / with …

My opinion is that …

I am totally against …

Use the prompts below to write sentences, as in the example. Start your sentences using one of the expressions in the box above.

1. we / help *I* elderly → their lives be easier

I strongly believe that we should help the elderly. If we do this, their lives will be easier.

2. all students / learn / foreign language → have better career opportunities

_____

3. people / give up smoking → have fewer health problems

_____

4. teenagers / get *I* part-time job → learn to be more responsible

_____

5. we / all do/ voluntary work → our community be a better place to live

_____

Make sentences expressing an opinion, as in the example. Start your sentences using one of the expressions in the box above.

1. in order to / protect / environment / people / stop use / plastic bags

It seems to me that, in order to protect the environment, people should stop using plastic bags

2. spending money / set up / space stations/ be / completely *I* unjustified

_____

3. in order to reduce / pollution *I* traffic / be / ban from / city center

_____

4. organic vegetables / be / much / healthy / than / vegetables / grown with chemical fertilizers

_____

5. children / be encouraged / participate in *I* after-school activities

_____

JOINT CONSTRUCTION

A. **Essay Topic:** Fast food is an easy solution for people with busy lives. What do you think about the given statement?

Discuss in your groups to find out three reasons why you agree/disagree with the statement above.

AGREE	DISAGREE

B. **Complete the sentences below with the vocabulary items in the box.**

consumers (n)	order (v)	takeaway (n)	ingredients (n)
genetically modified (adj)	non-biodegradable (adj)		packaging (n)
damage (v)	nutritious (adj)	high in salt (adj)	fresh (adj)

1. I want to _____ some pasta and a mixed salad.
2. There's nothing better than _____ bread, straight from the oven.
3. _____ waste bags are harmful for the environment.
4. The risks and benefits of _____ food is still discussed.
5. We were too tired to cook so we ordered _____.
6. The new electricity rates have affected all _____.
7. I avoid foods that are _____ and fat.
8. Smoking is likely to _____ your health.
9. The exact _____ of Coca Cola are a trade secret.
10. Raw spinach is especially _____.
11. All our _____ is biodegradable.

C. **Work in your groups and write and opinion essay about the given topic. While writing make sure that you**
   - ✓ mention your stance clearly in your thesis statement/develop your body paragraphs well/summarize your claims and restate your stance in your conclusion
   - ✓ follow the organizational pattern of an opinion essay using appropriate linking/signal words
   - ✓ use suitable tenses/modals/clauses correctly
   - ✓ are careful with paragraphing/capitalization/punctuation
   - ✓ email your essay to your teacher for class feedback.

INDEPENDENT CONSTRUCTION

A. **Essay Topic: "Parents are responsible for childhood obesity" Do you agree or disagree with this statement?**

   Write an essay about the given topic in 50 mins. Minimum word limit is 250.

B. **Submit your paper to your teacher for teacher feedback.**

WEEK 3&4

A. **Ask and answer the questions below with your partners.**

1. Have you ever had a summer/part-time job?
2. Do you think teens should have a summer/part-time job? Why/Why not?
3. Do you think it is parents' responsibility to support university students financially?
4. What can be the advantages and/or disadvantages of having a part-time job while studying at university?

B. **Watch the video below and write the pros and the cons of having a summer job.**

   https://www.youtube.com/watch?v=9oaFmwLSULw

CONS	PROS
• • •	• • •

C. **Read the essay topic below and answer the questions in your groups.**
Essay Topic: 'Teenagers should work in jobs while they study'. Do you **agree or disagree** with the given statement?

1. What is the importance of this issue?
2. Who do you think is mostly concerned with this issue?
3. Who would be the potential audience for this essay?
4. What type of essay is the most appropriate to answer the writing prompt?
5. What is the possible purpose of the essay?

MODELING AND DECONSTRUCTION

A. You are going to read an opinion essay the topic above. Before you read, match the vocabulary items in the box with their meanings.

compensate for sth (v) excessive (adj) enhance (v) opportunity (n)
supervisor (n) fire (v) depend on sb/sth (v) numerous (adj) carry out (v)
purchase (v) loaf (v) enable (v)

1. to make up for something _____
2. to spend your time not doing anything _____
3. to improve _____
4. too much _____
5. to complete a job or an activity _____
6. to remove someone from their job _____
7. an occasion or situation that makes it possible to do something that you want to do _____
8. trust someone or something _____
9. a person who is in charge of a group of people _____
10. to make something possible _____
11. to buy something _____
12. many _____

B. Read the essay below and answer the questions below in your groups.

Nowadays, a lot of teens work in jobs while they are studying. Some of them really need the money they earn to **compensate for** their school expenses whereas others use the money they earn as pocket money. Whatever the reason for the students to work in jobs is, in my opinion, working is a great experience to all. Having a job is an important **opportunity** to learn about responsibilities and also teaches the teenagers to cooperate with their co-workers and **enable** them to understand the value of money.

To start with, working in a job gives teenagers lots of situations in which they should act responsibly; otherwise, they will lose their jobs. For example, one has to wake up early if his/her working hours start at 8:00 AM in the morning, no matter how late he/she stayed up the previous night. Otherwise, his/her **supervisor** will warn him/her or may eventually **fire** the individual.

A second reason why having jobs as students has positive effects on teenagers is that it teaches them how to cooperate and the importance of cooperation. In a work setting, the employees usually have to **depend on** each other on **numerous** occasions. When a single employee **loafs**, others will have to compensate for his/her workload in addition to their own tasks. Students will learn from their working experience the importance of cooperation and why every individual should effectively **carry out** his/her own work.

Another point is that these working possibilities enable the students to understand the value of money and that "Money does not grow on trees". After the student sees how hard he/she has to

work to earn money, he/she will also be more reasonable while spending it, thus, his/her **purchasing** behavior will be **enhanced**.

In conclusion, when one has a job as a student, he/she will benefit significantly from the experience. In this way, students will be more responsible when they graduate. Also, they will be more cooperative, thus will be more beneficial for the companies they will be working in once they will be graduated. Finally, since they'll know better how to spend their money, they won't get into trouble due to **excessive** spending. All in all, having jobs as students is a terrific idea and I think every student should have a working experience before graduating and starting their professional careers.

INTRODUCTION	1. Does the introduction of the essay appeal to you? 2. Which technique does the author use to create interest? 3. Does the author provide a clear thesis statement? 4. What do you think about the length of the introduction paragraph? 5. Do you think the introduction is well-written? If not, how would you improve it?
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3. What is the purpose of varied sentence types?
4. What tenses and modals are used in the model essay? Why?
5. Underline the sentences that sound objective. In which paragraphs can you see this kind of sentences?
6. Underline the sentences that provide the author's opinions. In which paragraphs can you see this kind of sentences?

D. Look at the underlined words in the essay and decide whether they are signal words or linking words. Complete the table below and compare your answers within your groups.

SIGNAL WORDS	LINKING WORDS

JOINT CONSTRUCTION

A. Essay Topic: Poverty is the reason for most crimes. Discuss.

Discuss in your groups to find out three reasons why you agree/disagree with the statement above.

AGREE	DISAGREE

B. Choose the correct answer.

1. The ___ was arrested by police who caught him hiding in his garden.
A. crime
B. victim
C. criminal
D. witness
2. It looks like he is trying to ___ that umbrella.
A. rob
B. steal
C. crime
D. criminal
3. The man was ___ as he walked home late at night.
A. rob

B. stolen
C. robbed
D. steal

4. She tried to ___ drugs in her suitcase from Toronto to Seattle.

A. smuggle
B. mug
C. burgle
D. pickpocket

5. I have never committed a ___.

A. steal
B. criminal
C. crime
D. thief

C. Use the link below to start a Kahoot game about 'poverty'.

https://create.kahoot.it/details/d29db706-875c-4ed7-b094-686e7e30b302

D. Work in your groups and write and opinion essay about the given topic. While writing make sure that you

- ✓ mention your stance clearly in your thesis statement/develop your body paragraphs well/summarize your claims and restate your stance in your conclusion
- ✓ follow the organizational pattern of an opinion essay using appropriate linking/signal words
- ✓ use suitable tenses/modals/clauses correctly
- ✓ are careful with paragraphing/capitalization/punctuation
- ✓ email your essay to your teacher for class feedback.

INDEPENDENT CONSTRUCTION

A. Essay Topic: Do you agree or disagree with the following statement? "Students should be allowed to have phones in class."
Write an essay about the given topic in 50 mins. Minimum word limit is 250.

B. Submit your paper to your teacher for teacher feedback.

Appendix 5: Additional Sections of Experiment Group Lesson Material

INDEPENDENT CONSTRUCTION

A. **Essay Topic: "Parents are responsible for childhood obesity" Do you agree or disagree with this statement?**
   Write an essay about the given topic in 50 mins. Minimum word limit is 250.
B. **Once you are done with writing, submit your papers on www.peergrade.com for peer feedback.**
C. **Edit your essay in accordance with the peer feedback you have received. Submit your paper to your teacher for teacher feedback.**

INDEPENDENT CONSTRUCTION

A. **Essay Topic: Do you agree or disagree with the following statement? "Students should be allowed to have phones in class."**
   Write an essay about the given topic in 50 mins. Minimum word limit is 250.
B. **Write an essay about the given topic in 50 mins. Minimum word limit is 250. Once you are done with writing, submit your papers on www.peergrade.com for peer feedback.**
C. **Edit your essay in accordance with the peer feedback you have received. Submit your paper to your teacher for teacher feedback.**

Appendix 6: Online Peer Feedback Rubric

1. Does the introduction catch your interest in the introductory paragraph? Does the writer narrow down the ideas well and use the techniques that we studied? Why or why not?
2. What is the author's main idea? Do body paragraphs clearly support the main idea. If not, mention which body paragraphs don't do so.
3. Is there enough explanation and/or examples in body paragraphs? If not, mention which paragraphs need to be developed.
4. Does the author summarize the main points of the essay in the concluding paragraph? If not, make a suggestion.
5. Does the paper have the minimum number of paragraphs necessary? If not, make a suggestion.
6. Does each paragraph have the correct number of sentences? If the answer is "no," give a suggestion for at least one paragraph that does not have enough sentences.
7. What is the author's thesis statement? Is it well-written and clear? If not, make a better suggestion.
8. For each body paragraph is there a topic sentence? Are topic sentences well-written and clear? If not, first mention the paragraphs that don't have a topic sentence. Then make a suggestion.
9. Does the concluding paragraph restate the thesis statement?
10. Have transition/linking/signaling words been used? If not, suggest where they can be added.
11. Write any sentence fragments or run-on sentences you find.
12. Do the verbs agree with the subjects of each sentence? Write the sentences where this is a problem.
13. Write any spelling errors your notice.
14. Are all the paragraphs indented?
15. Write any capitalization/punctuation mistakes you find.
16. Write any contractions you see.
17. Write any part of speech errors you notice.

Appendix 7: ESL Composition Profile

ESL Composition Profile: Essay Rubric

Student: _____ Date: _____

Topic: _____ Total score: _____

	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 AVARAGE: - some knowledge of subject, - adequate range, -limited development of thesis, -mostly relevant to topic but lacks details	
		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 be evaluated	
Organization		20-18	EXCELLENT TO VERY GOOD: - fluent expression, - ideas clearly stated/supported, - succinct, -well-organized, -logical sequencing, -cohesive	
		17-14	GOOD TO AVARAGE: - 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 be evaluated	
Vocabulary		20-18	EXCELLENT TO VERY GOOD: - sophisticated range, -effective word/idiom choice and usage, -word from mastery, - appropriate register	
		17-14	GOOD TO AVARAGE: - 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 be evaluated	
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 AVARAGE: - 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 be evaluated	
Mechanics		5	EXCELLENT TO VERY GOOD: - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVARAGE: 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	

ÖZ GEÇMİŞ		
Adı-Soyadı	Tuğba	Sertbakan
Bildiği Yabancı Diller	İngilizce	
Eğitim Durumu	**Başlama - Bitirme Yılı**	**Kurum Adı**
Lise	1997 - 2000	Eskişehir Hoca Ahmed Yesevi Lisesi
Lisans	2001 - 2005	Gazi Üniversitesi
Yüksek Lisans		
Doktora		
Çalıştığı Kurum (lar)	**Başlama - Ayrılma Yılı**	**Çalışılan Kurumun Adı**
1.	2006 - 2010	Karaca Dil Okulu
2.	2010 - 2013	Orta Doğu Teknik Üniversitesi
3.	2017 - Devam Ediyor	İstanbul Üniversitesi
Üye Olduğu Bilimsel ve Meslekî Kuruluşlar		
Katıldığı Proje ve Toplantılar		
Yayınlar:		
Diğer:		
Tarih **İmza** **Adı-Soyadı**		