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MARMARA ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI

İNGİLİZCE ÖĞRETMENLİĞİ BİLİM DALI

**THE EFFECTS OF FEEDBACK TYPE AND ESSAY TYPE ON
ENGLISH LANGUAGE WRITING DEVELOPMENT**

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YAZMA BECERİSİNİN GELİŞİMİNE ETKİSİ

Yüksek Lisans Tezi

CELİLE BOZKIR

İstanbul, 2009

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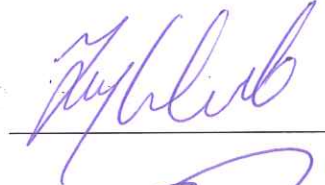
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Celile BOZKIR tarafından hazırlanan "GERİ BİLDİRİM ÇEŞİDİNİN VE KOMPOZİSYON TÜRÜNÜN İNGİLİZCEDE YAZMA BECERİSİNİN GELİŞİMİNE ETKİSİ" başlıklı bu çalışma 09.10.2009 tarihinde yapılan savunmada başarılı bulunarak jürimiz tarafından Yüksek Lisans tezi olarak kabul edilmiştir.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
KISA ÖZET	xi
ABSTRACT	xiii

I. INTRODUCTION

1.1. Background to the issue.....	1
1.2. Statement of the problem.....	3
1.3. Rationale of the study.....	5

II. REVIEW OF LITERATURE

2.1. L2 writing theories.....	7
2.1.1. Controlled composition.....	8
2.1.2. Current traditional rhetoric.....	8
2.1.3. The product approach.....	9
2.1.4. The process approach.....	10
2.1.5. English for academic purposes.....	12
2.2. Feedback in l2 writing.....	13
2.2.1. Empirical studies on the effects of feedback.....	14
2.2.1.1. Teacher feedback.....	14
2.2.1.2. Peer feedback.....	19
2.2.1.3. Empirical studies that compare teacher and peer feedback	23
2.3. Essay type in academic and process writing.....	28
2.3.1. Empirical studies on the relationship between essay type and feedback to writing.....	28

III. METHODOLOGY

3.1. Research design.....	31
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3.2. Setting and participants.....	33
3.3. Data collection.....	36
3.3.1. Pilot study.....	36
3.3.2. Data collection procedure.....	38
3.3.3. Training for reviewers.....	39
3.4. Essay types.....	41
3.5. Data Analysis.....	42

IV. RESULTS

4.1. Introduction.....	44
4.2. Comparison between the two feedback groups.....	44
4.2.1. Language results.....	44
4.2.2. Content and organization results.....	46
4.3. Comparison between the drafts (Improvement).....	48
4.3.1. Language results.....	48
4.3.2. Content and organization results.....	49
4.4. Content analysis of selected essays.....	51
4.4.1. Impact of teacher feedback.....	51
4.4.1.1. Language.....	51
4.4.1.2. Content and Organization.....	54
4.4.2. Impact of peer feedback	57
4.4.2.1. Language.....	57
4.4.2.2. Content and Organization.....	59
4.5. Results for students' opinions.....	62

V. CONCLUSION AND DISCUSSION

5.1. Overview of the study.....	67
5.2. Comparison between the feedback groups.....	67
5.3. Comparison between the drafts (improvement).....	68
5.4. Content analyses of teacher feedback class essays.....	70
5.5. Content analyses of peer feedback class essays.....	70

5.6.Students’ opinions.....	72
5.7.Educational implications.....	73
5.8.Implications for future research.....	74
5.9.Limitations of the study.....	75
VI. REFERENCES.....	76
VII. APPENDICES.....	85
Appendix A - Guidance Sheet for Reviewing Essay.....	85
Appendix B - Essay Review Paper.....	87
Appendix C - Writing Correction Code.....	88
Appendix D - Writing Correction Rubric – Language.....	91
Appendix E - Writing Correction Rubric - Content and Organization.....	92

LIST OF TABLES

Table 1: The Results of the Pre-Test for Teacher and Peer Feedback Groups in Terms of Language and Content/Organization Scores.....	32
Table 2: Data Collection Process.....	39
Table 3: Language Results on Each Draft for Peer and Teacher Feedback Groups.....	45
Table 4: Results for Content and Organization.....	47
Table 5: Language Results for Listing and Opinion Essays.....	49
Table 6: Content and Organization Results for Listing and Opinion essays.....	50
Table 7: Extent of Given and Incorporated Linguistic Feedback in the Teacher Feedback Class.....	53
Table 8: Extent of Given and Incorporated Content and Organizational Feedback in the Teacher Feedback Class.....	56
Table 9: Extent of Given and Incorporated Linguistic Feedback in the Peer Feedback Class.....	59
Table 10: Extent of Given and Incorporated Content and Organizational Feedback in the Peer Feedback Class.....	62
Table 11: Responds of the students in both groups to the general question on the improvement in the listing and opinion essay types.....	65
Table 12: Students' opinions on different essay types.....	66

LIST OF FIGURES

Figure 1. White and Arndt’s diagram of process writing.....	12
Figure 2. Sample Sentences and Corrections Given from Students’ Essays in Peer Feedback Class.....	40
Figure 3. Sample Sentences and Corrections Given from Students’ Essays in Teacher Feedback Class.....	41

ÖZET

Geri Bildirim Çeşidinin Ve Kompozisyon Türünün İngilizcede Yazma Becerisinin Gelişimine Etkisi

Celile BOZKIR

Geribildirim, yazma becerisi gelişiminde önemli bir rol oynamaktadır. Öğretmen ve öğrenci geribildirimi, her iki geribildirim yazma derslerinde nasıl uygulanması gerektiği, öğrencilerin farklı geribildirim türleri üzerindeki düşünceleri hakkındaki araştırmalar, ikinci ve yabancı dil olarak İngilizce kompozisyon öğretimi literatüründe çok fazla yer alan ve farklı sonuçları barındıran çalışmalardır. Fakat, geribildirim türünün kompozisyon türü ile ilişkisi konusunda alanda yapılmış yeterli araştırma bulunmamaktadır. Bütün bunlardan yola çıkarak bu araştırmanın amacı farklı geribildirim çeşitleriyle eğitilen ve İngilizceyi yabancı dil olarak öğrenen öğrencilerin kompozisyonlarını karşılaştırmak ve kompozisyon türlerinin öğrencilerin yazdıkları kompozisyonlar üzerindeki olası etkisini araştırmaktır.

Araştırmadaki katılımcılar Türkiye’de bulunan ve eğitim dili İngilizce olan özel bir üniversitede orta seviyede İngilizce bilgisine sahip hazırlık okulu öğrencileridir. Çalışmaya aynı öğretmen tarafından eğitilen iki kompozisyon sınıfı katılmıştır. İki sınıfa da uygulanan ortak kompozisyon sınavının ardından, bir sınıf rutin derslerine öğretmen geribildirimi alarak devam ederken, diğer bir sınıf ise rutin derslerine devam ederken kompozisyon derslerinde geribildirim verilmesi üzerine eğitim aldı. Her iki sınıftaki öğrencilerden listeleme ve fikir yazısı kompozisyon türleri üzerinde iki taslaklı kompozisyon yazmaları istendi.

Öğrencilerin kompozisyonları hem dilbilgisi, organizasyon ve içerik açısından hem de genel kompozisyon kalitesi açısından karşılaştırılarak analiz edilmiştir. Kompozisyon türünün geribildirim çeşidi kullanımı üzerindeki rolü t-test karşılaştırmaları yapılarak analiz edilmiştir. Katılımcıların aldıkları geribildirim türü ve bunun kompozisyonları üzerindeki etkisi ile ilgili düşünceleri ise onlara sorulan sorular aracılığıyla analiz edilmiştir.

İki grubun sonuçları karşılaştırıldığında öğrenci geribildirim alan sınıfın fikir yazısı kompozisyon türünün ilk taslağında öğretmen geribildirim alan sınıftan hem dilbilgisi hem de içerik açısından daha başarılı olduğu gözlemlendi. Bu sonuç öğrenci geribildirim eğitiminin öğrencilerin kompozisyonları üzerindeki olumlu etkisinin göstergesidir. Her iki kompozisyon türü açısından bakıldığında ise öğretmen geribildirim alan sınıfın dilbilgisi olarak daha fazla gelişme gösterdiği, içerik açısından ise iki grubun da ilerleme kaydettiği gözlemlenmiştir.

İkinci taslaklarda, öğretmen geribildirim alan sınıf hatalarını düzeltme açısından daha başarılı olmuştur. Bu sonucun, öğrencilerin kendi hatalarını sorgulamadan, öğretmen geribildirimine aşırı güvenmelerinden kaynaklandığı gözlemlenmiştir. Öğretmen geribildirim alan grup ise arkadaşlarının kompozisyonlarında daha az hata bulup, kendi taslaklarında da öğretmen geribildirim alan gruptan daha az sayıda doğru düzeltme yapmışlardır. Fakat geribildirim konusunda, özellikle fikir yazısı kompozisyon türünde arkadaşlarına daha fazla yorumda bulunmuşlardır. Listeleme kompozisyon türünde ise verilen geribildirimden daha fazla yararlanmışlardır.

Son olarak, öğretmen geribildirim alan gruptaki tüm öğrenciler aldıkları geribildirim türü ile ilgili olumlu düşünceler belirtirken, öğrenci geribildirim alan gruptaki bazı öğrenciler akran geri bildirim ile ilgili çekincelerini belirtmişlerdir. Öğrenci geribildirim alan sınıf daha çok listeleme kompozisyon türünde ilerlediklerini belirtirken, öğretmen geri bildirim alan grup daha çok fikir yazısı kompozisyonu türünde ilerleme kaydettiklerini belirtmiştir.

Anahtar Kelimeler: İkinci Dilde Kompozisyon Yazma, Geribildirim Çeşidi, Kompozisyon Türü

ABSTRACT

The Effects Of Feedback Type And Essay Type On English Language Writing Development

by

Celile BOZKIR

Feedback plays a great role in writing skill development. Studies on the impact of peer and teacher feedback, how to implement each type of feedback, and students' views on different types of feedback now abound in the ESL/EFL writing literature, yet yield mixed findings. What is less known in this area is the relationship between the type of feedback and the essay type. The purpose of this study was to compare EFL students' essays that have received different types of feedback, and to examine possible influences of the different essay types in which students wrote.

Participants were intermediate level preparatory class students at a private English-medium university in Turkey. Two writing classes taught by the same instructor were involved in the study. After a common writing exam, one class continued to receive regular writing instruction and teacher feedback, while the other students were trained to become reviewers and received peer feedback. Students in both groups wrote two-draft essays of listing and opinion types.

Students' written works were analyzed in terms of grammatical and content-wise corrections and revisions as well as the general quality of the drafts. The role of essay types on the use of peer and teacher feedback in the two classes was investigated through t-test comparisons and participating students' opinions about the feedback type and its effectiveness were evaluated through questions.

Results showed that when the two groups were compared, the peer feedback group did better than the teacher feedback group in the first draft of the opinion essay in terms of both language and content which highlighted the positive effects of peer training on students' writing on complex essay types. Yet, for both essay types, teacher feedback

students showed greater improvement in terms of language, while both groups improved in terms of content.

Teacher feedback had a higher incorporation rate, but seemed to lead to students' over-reliance on the teacher. The peer feedback students detected and incorporated fewer corrections and comments; they gave relatively more feedback to each other on the opinion essay, but incorporated more of the corrections on the listing essay.

Finally, all of the students in the teacher feedback group had positive opinions about the feedback type that they received, while some students in the peer feedback group had reservations. The former group indicated improving more on the listing essay while the latter group felt to improve more on the opinion essay.

Key words: Second Language Writing, Feedback Type, Essay Type.

I. INTRODUCTION

1.1. BACKGROUND TO THE ISSUE

The history of English as a Second Language (ESL) composition can be viewed as a series of approaches to second language writing, a cycle in which particular approaches achieved dominance and then faded but never disappeared (Silva, 1990). In the 1960s the psychological and philosophical foundations of human skills research started a major shift in what is defined as cognitive psychology (Gardner, 1985). According to Grabe and Kaplan (1996) with this new trend which studied the inner workings of the mind, the complex skills made up of interacting components working together in complex processes, researchers started to view language skills, particularly reading and writing abilities, as legitimate domains for theoretical research.

With this new trend, teachers and researchers reassessed the nature of writing and the written medium, and the ways in which writing is learned and taught. Although the outcomes of this reassessment are varied, the focus is specifically on the rise of what has been popularly designated the writing as a process movement.

With the advent of process approaches in writing in the 1960s, writing has had a major shift in the direction of a more meaningful and purposeful skill for both students and teachers. It was a new approach encouraging learners to make self-discovery with brainstorming and multiple drafting with feedback between drafts. Variety of feedback options from peers, small groups, and/or the teacher, through conferencing, or through other ways of formative evaluation, content information and personal expression are the major topics discussed in this new innovative approach (Grabe & Kaplan, 1996).

Since the early 1970s, process writing has attracted interest from educational researchers, linguists, applied linguists, and teachers. The relationship between reading and writing approaches to feedback, the role of revision, assessment, and the role of the writing teacher has been discussed by many researchers (Long & Richards, 1990).

The process approach gave great importance to teacher-student encounters around texts and encouraged teachers to support writers through multiple drafts by providing feedback and suggesting revisions during the process of writing itself, rather than at the end of it (Hyland & Hyland, 2006, p. 1). The term feedback on second language writing is also another component of process writing and has been defined in various ways by different researchers (Flowe, 1979; Keh, 1990; Hyland & Hyland, 2001; Youngs & Green, 2001). Hyland and Hyland (2001) state that feedback is an important part of second language writing and a potential to support the teaching environment. As for Youngs and Green (2001), feedback can enhance learning and the student can benefit from a second opinion, due to the fact that the writer learns where he or she has misled or confused the reader by not supplying enough information, illogical organization, lack of ideas or inappropriate word choice or tense. Error correction is also a part of feedback and has also been one of the issues discussed together with feedback in second language (L2) writing. Teacher feedback, peer revision and self-editing are some forms of error correction (Reid, 1994; Ferris, Pezone, Tade & Tinki, 1997).

As process-oriented pedagogy has permeated L2 writing instruction over the past two decades and teachers have encouraged or required their students to write multiple drafts of their papers and explored various ways to provide feedback in order to help students revise as they move through the stages of the writing process. Techniques used to provide feedback to students have included peer response groups, teacher-student conferences, audio taped commentary, reformulation, and computer-based commentary (on students' diskettes or via e-mail). Still, for many teachers, handwritten commentary on student drafts is the primary method of response (Ferris, 1997).

On the other hand, a common feedback type to students' writing, especially in the early stages of draft development is the feedback given by other students, i.e., the peers. (Nelson & Carson, 1998). The peer review process is extremely complex, requiring careful training and structuring in order for it to be successful in both the first language (L1) (McGroarty & Zhu, 1997) and L2 contexts (Stanley, 1992; Villamil & deGuerrero, 1996) as working in pairs or groups, students have to respond to each others' drafts. Peer response/review has been gaining increasing attention from ESL/ English as a

Foreign Language (EFL) writing researchers and instructors (Ferris, 2003; Min, 2005). Proponents of peer response/review have made numerous claims about its cognitive, affective, social, and linguistic benefits, most of which have been substantiated by existing empirical evidence (Min, 2006).

In L2 writing literature there are many studies related to different types of feedback, how feedback should be given, what learners' reactions are towards certain types of feedback and what second language teachers' perceptions are of certain types of feedback. Studies also report on how to provide the most useful response to student writing (Conrad & Goldstein, 1999; Ferris et al., 1997; Goldstein, 2004; Hedgcock & Lefkowitz, 1994; Hyland, 1998; Hyland & Hyland, 2001; Lee, 2004; Zamel, 1985).

1.2. STATEMENT OF THE PROBLEM

Revision has been widely acknowledged as a crucial component in the writing process in both L1 (Faigley et al., 1985; Onore, 1989) and L2 (Arndt, 1993; Leki, 1990a). However, whether revision leads to improvement in writing depends on not only the writer's ability but also the quality of the feedback that he or she receives from the reader. As Hedgcock and Lefkowitz (1992) point out, revision is "a complex process carried out with varying degrees of success depending upon the writer's competence and the effectiveness of the instructions received" (p. 256).

Since the late 1980s, studies have been conducted on the effectiveness of peer correction. Over the past decade, the biggest concern second language (L2) writing teachers have expressed about using peer review activities is whether peer comments in fact help students write better papers. Together with this idea, the questions about L2 writing students' linguistic competence, content and rhetorical knowledge were also discussed (Sadler, 2003).

However, these studies have yielded conflicting findings. While the majority of these studies argue convincingly that peer correction has an important role to play in ESL writing classrooms, some of them question the impact of it on L2 writing. Thus, there still seems a need to conduct new studies on the impact of peer revision (Ozturk, 2006).

The growing literature on the use of peer review in various types of L2 writing instruction suggests that it potentially affords a number of metacognitive, cognitive, socio-affective and linguistic benefits. It facilitates effective language learning and enhances the acquisition of L2 writing competence (Hu, 2005). The beneficial effects of peer comments have been outlined by a number of researchers in L2 writing (see, for example, Allison & Ng, 1992; Arndt, 1993; Chaudron, 1984; Keh, 1990; Lockhart & Ng, 1993; Mittan, 1989), cited in Tsui and Ng 2000.

However Leki (1990a) as cited in Tsui and Ng (2000) identified several problems with peer feedback such as students' tendency to respond to surface errors instead of semantic or textual ones; and to give advice that does not facilitate revision; and they have difficulties deciding whether their peer's comments are valid. These problems are more acute in L2 than in L1 writing, according to Nelson and Murphy (1993). Firstly, L2 students may not trust their peers' responses to their writings because they are not native speakers of English. Secondly, L2 students from cultures that see the teacher as the only source of authority may consider their peers not knowledgeable enough to make sensible comments and ultimately not incorporate the comments into their writing.

The basic line of argument in Jacobs, Curtis, Braine and Huang (1998) is that peer feedback has its place in the ESL writing class because students perceive it as one valuable type of feedback, even though it is not as useful as teacher feedback (Zhang, 1995).

The research indicates that teacher feedback has a much greater impact than peer feedback, though with considerable variation, but that peer feedback can contribute to writing development. This has to be balanced against the fact that introducing peer feedback in most contexts means that students will receive more feedback than they would if only the teacher were providing feedback and that there may be other benefits, such as developing critical thinking, from encouraging peer feedback. However, even if peer feedback has advantages, according to some researchers, it can only be introduced if students find it acceptable (Tsui & Ng, 2000)

The above arguments in L2 writing show that teacher comments were either more effective than peer comments in facilitating revision or were at least looked upon more favorably than peer comments by students, even if they did not bring about greater improvement. This raises the question of the value of peer comments and whether they have a role to play in L2 writing. Jacobs et al. (1998) argue that studies that force students to make a choice between peer comments and teacher comments are misguided because peer and teacher comments should not be mutually exclusive (Tsui & Ng, 2000).

1.3. RATIONALE OF THE STUDY

Studies on the impact of peer and teacher feedback, how to implement each type of feedback, and students' views on different types of feedback now abound in the ESL/EFL writing literature, yet with mixed findings (Miao, Badger and Zhen, 2006; Min, 2005; Paulus, 1999). Although teacher and peer feedback, together with required revision, is a common component of the process-approach in the ESL writing classroom, the effect that the feedback and revision process has on the improvement of student writing is as yet unclear (Paulus, 1999). The bulk of the studies conducted on the effectiveness of teacher comments and peer comments have been done with tertiary level L2 learners, and conflicting findings have been obtained (Tsui & Ng, 2000).

Furthermore, research on L2 writing feedback in a second language in contexts other than the USA, Australia, Canada, and the UK is minimal. It is clear that different countries will have different needs and expectations for students learning to write in English (Grabe & Kaplan, 1996). So, more results of research conducted with different groups of student populations are needed.

In addition, what is less known in this area is the relationship between the type of feedback given (i.e., peer or teacher) and the genre of writing (i.e., type of essay). Also, L2 writing process theory lacks literature on the notion of the essay genre. There are not many studies related to the effect of essay type on L2 writing. The relationship between the essay genre and the type of feedback has not been researched cohesively. As a writing teacher of five years, I have observed that students seek guidance from the

teacher but also tend to improve their critical thinking skills and evaluate their own work as writers when they review each others' essays. Therefore, a combination of teacher feedback and peer feedback is a common implementation in academic writing classes. However, there are no solid tools that would help writing teachers to best make use of different feedback types in academic writing classes and inform them about whether certain essay types would be more suitable for peer sessions and others more suitable for teacher feedback sessions.

All of these reasons contribute to the need to conduct further studies on the impact of peer and teacher feedback. This study intends to compare essays and revisions of two groups of students one of which received peer feedback and the other received teacher feedback. In other words, this study aimed to study the quality of EFL students' essays and revisions that have received different types of feedback, and to examine possible influences of the different essay types in which students wrote, namely, listing and opinion types of essays.

In conclusion, this study aims to explore the effectiveness of peer feedback and teacher feedback and examine the role of essay type in both feedback types in a Turkish speaking context.

Specifically the research questions of the study are:

- 1) How do peer and teacher feedback affect university level EFL students' writing in terms of the language and content of essays?
- 2) What kind of a role does essay type play in the way different feedback types influence students' essays?
- 3) What is the extent and nature of given and incorporated feedback in each feedback group and for each essay type?
- 4) What are the students' opinions about the feedback type that they receive and its influence on their writing in different essay types?

II. REVIEW OF LITERATURE

2.1. L2 WRITING THEORIES

Developments in ESL composition have been influenced by, and to a certain extent, are parallel to developments in the teaching of writing to native speakers of English. However, the unique context of ESL composition has necessitated somewhat distinct perspectives, models and practices (Silva, 1990). That is, although second language writers use many of the same writing processes in their second language as in their first, because of the constraints of limited second-language knowledge, writing in a second language may be blocked because of the need to focus on language rather than content. Also, cultural differences, intellectual traditions, and limited language proficiency of the L2 writer all contribute to make ESL writing a unique context (Silva & Matsuda, 2000, Weigle, 2002).

The history of ESL composition since about 1945 can be viewed as a succession of approaches to L2 writing, a cycle in which particular approaches achieved dominance and then faded, but never really disappeared (Silva, 1990).

Approaches in ESL composition vary. For example, Raimes (1991) classified ESL composition into four approaches. According to his classification of approaches, the first approach, current-traditional rhetoric emerged in 1966; the second approach that focuses on the writer is expressionism and cognitivism and emerged in 1976. This was followed by a focus on content and the disciplines, emerged in 1986, and finally focus on the reader, social constructivism emerged in 1986. However, Treglie (2006) claims that the most influential approaches since 1945 have been the controlled composition, the pattern/product approach, the process approach, and English for academic purposes.

In this study, these approaches will be explained under Silva's (1990) classification to L2 writing approaches which are; Controlled Composition, Current-Traditional Rhetoric, The Process Approach, and English for Academic Purposes.

2.1.1. Controlled Composition

Controlled composition is the notion that language is speech (from structural linguistics) and that learning is habit formation (from behaviorist psychology), and has its roots in Charles Fries's oral approach (Silva, 1990). In controlled composition learning to write in a second language is an exercise in habit formation; the writer is simply a manipulator of previously learned language structures; the reader is the ESL teacher in the role of editor or proofreader; the text becomes a collection of sentence patterns and vocabulary items; the writing context is the ESL classroom; however, the purpose and the audience is ignored.

According to Rivers (1968), in this approach writing functions as the complement of other skills (listening, speaking, and reading), and must be considered as a service activity rather than as an end in itself.

As cited in Treglie (2006), Pincas (1962) notes that the controlled approach emphasizes a sequential pattern of learning where students first work on sentence exercises and copy modified paragraphs. They work on given material and perform 'prescribed operations'. The creative aspect of composing is addressed only after the students reach a high proficiency level (Raimes, 1983). Controlled composition was the dominant approach until the mid 60s when it became apparent that it fell short in addressing ESL students' needs and desires to produce content-rich discourse.

2.1.2. Current Traditional Rhetoric

The mid sixties brought an increasing awareness of ESL students' needs with regard to producing extended written discourse. This awareness that led to emergence of an extended model of form-focused orientation to L2 writing is current traditional rhetoric which aims to teach learners to write paragraphs by arranging sentences according to prescribed formula (Silva, 1990).

As cited in Telceker (2007), Applebee (1981) defines the four major rhetorical patterns that students learn as description, narration, exposition, and argumentation. Students also learn to make outlines and write in a three-or-five paragraph format. The patterns

of organization that students learn included definition, classification, comparison and contrast types. While writing, students got ideas from literary sources and readers which they could analyze and imitate from the writing teacher's lectures (Telceker, 2007).

In current-traditional rhetoric, writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns of classroom procedures. The central concern of this approach was the logical construction and arrangement of discourse forms. The essay development was also important. In this approach writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns (Silva, 1990).

2.1.3 The Product Approach

The product approach began as an attempt to fill the gap between sentence-structured writing and free writing. It combined the basic principles of the current-traditional rhetoric from L1 composition instruction. Like controlled composition, the product approach is product rather than process oriented (Treglia, 2006).

The product based approaches see writing as mainly concerned with knowledge about the structure of the language, and writing development as mainly the outcome of the imitation of input, in the form of texts provided by the teacher (Badger & White, 2000). This approach sees the finished product as the end result of students' labors and has about it an air of finality and completeness (Brookes & Grundy, 1990).

As cited in Treglia (2006), Young (1978) states that in product approach, the main focus is the analysis of discourse into sentences and paragraphs; it draws attention to various rhetorical patterns of classification, such as description, narration, exposition, and argumentation; and it stresses the importance of usage and style, and the difference between formal and informal writing. This approach also focuses on paragraph development and organization of standard expository writing-the five paragraph essay format. For many years this format was recognized among college teachers as the most appropriate form for basic college composition (Stewart, 1988).

As cited in Subasi (2002), Neman (1995), Tribble(1997) and Caudrey (1997) all point out that in this approach teachers mark students' papers liberally with red pencils and make caustic comments in the margins. They support the rationale that they are upholding high standards and pursuing excellence and they argue that "those who can't stand the heat should get out of the kitchen". (Neman, 1995, p. 5). Teacher's main roles are to instill notions of correctness and conformity. Therefore students try to avoid grammar, spelling and punctuation errors for linguistic accuracy in a writing activity.

2.1.4. The Process Approach

Process approach represents a shift in emphasis in teaching writing from the product of writing activities, which is the finished text, to studies of writers' composing processes (Dyson, 1981). In this approach, writing is a process of discovering and making meaning. Through the act of writing itself, ideas are explored, clarified and reformulated and as this process continues, new ideas suggest themselves and become assimilated into the developing pattern of thought (Zamel, 1983)

Susser (1994) defines the term 'process' in three ways: (1) the act of writing itself; students go through a process in its first usage; writing, composing, or transcribing (2) the emphasis of writing instruction on process writing pedagogies; process signifies a process of discovery in which ideas are generated and not just transcribed as writers think through and organize their ideas before writing and revising their drafts and (3) theories of writing.

According to Grabe and Kaplan (1996, p. 87) the process approach encourages self discovery and authorial 'voice'; meaningful writing on topics of importance to the writer; contextualized activity; a variety of feedback options, free writing and journal writing as alternative means of generating writing and developing written expression; content information and personal expression as more important than final product grammar and usage; and students' awareness of the writing process and of notions such as audience, voice, plans, etc.

As cited in Treglia (2006), Elbow (1981) and Murray (1982) explained the writing process course as a workshop where students are given long time to work. In process

approach, the teacher plays a major role in providing a positive, collaborative environment to facilitate the composing process and make the writer the center of attention (Elbow, 1981; Murray, 1982). Teacher feedback focuses on content, ideas and the negotiation of meaning.

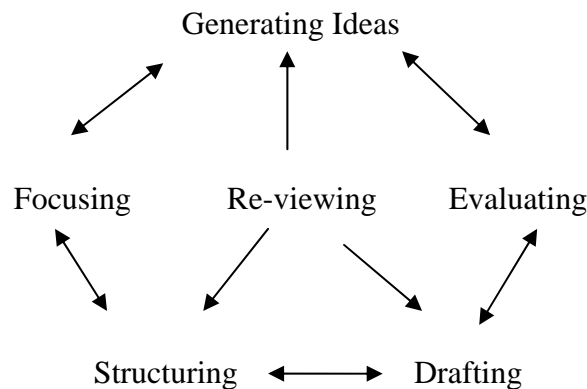
The textbooks that follow process approach focus on personal writing (such as journals to lower student anxiety), creative ways to explore ideas, decision making and the development of narrative voice (Reid, 1993).

In a class where process approach is used, student writers are often free to identify and address a particular task, discourse community and social background since the teacher does not always specify the writing context. Translated into the classroom context, the process approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process. The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas) and for editing (attending to vocabulary, sentence structure, grammar and mechanics) (Silva, 1990).

In conclusion, the theory of process writing suggests that "writing is a highly complex, goal-oriented and recursive activity" (Furneau, 2000) It develops over time as writers move from the production of egocentric, "writer based texts" (typically, writing everything they know on a topic without thinking of what the reader wants or needs to know) to "reader-based texts", which are written with the reader in mind (p. 2).

White and Arndt's (1991) diagram of process writing explains the complex nature of writing ranging from generating ideas to structuring, drafting, evaluating drafting and as follows.

Figure 1. White and Arndt's diagram of process writing



2.1.5. English for Academic Purposes

It was criticized by researchers that the process approach does not adequately address some central issues in ESL writing (Silva, 1990). According to Reid (1984), process writing does not consider the differences between individuals, writing tasks, and situations; the development of schemata for academic discourse; language proficiency; level of cognitive development; and insights from the study of contrastive rhetoric.

However, EAP focuses on academic discourse genres and the range and nature of academic writing tasks. This approach aims at helping to socialize the student into the academic context and thus student writing falls within (the) range of acceptable writing behaviors dictated by the academic community (Horowitz, 1986).

In this approach, writing is the production of prose, and learning to write is part of becoming socialized to the academic community-finding out what is expected and trying to approximate it; the writer is pragmatic and oriented toward academic success and meeting the standards and requirements; the reader is a member of the hosting academic community who has well-developed schemata for academic discourse and clear and stable views of what is appropriate; the text is a conventional response to a particular task type that falls into a recognizable genre. The context is the academic community and the typical tasks associated with it (Treglia, 2006).

One problem observed by Johns (1997) in EAP is that teachers tend to return to a traditional paradigm that focuses on text form, neglecting the social-constructionist factors that affect the process and production of a text.

Briefly, EAP proponents disapprove of the process approach believing that it fails to address the different learning styles among students and the variety of writing tasks and rhetorical patterns they are going to produce in a college setting (Reid, 1984). They also claim that ESL students do not have the necessary cultural background information and experience to complete academic writing tasks, so they believe ESL students should be provided with concrete knowledge of the language and culture based academic discourse styles (Reid, 1994; Cleheran & Moodie, 1997; Paltridge, 2002;).

In this study, the assumptions of the process and EAP approaches will be considered and followed.

2.2. FEEDBACK IN L2 WRITING

According to process and EAP approaches, the teacher's role is to help students develop valid strategies for getting started (finding topics, generating ideas, and information, focusing and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence structure, grammar and mechanics) (Silva, 1990). Therefore, in these approaches feedback is seen as essential to the multiple-draft process, as it is "what pushes the writer through the various drafts on to the eventual end-product" (Keh, 1990).

So, teachers have become involved in providing feedback throughout the writing process rather than on a single draft. Before then, teachers often only responded to the finished product and limited their responses to correcting it, giving it a grade, and adding general comments such as *very good, needs improvement, or careless* (Raimes, 1983).

The process and EAP approaches, allow teachers to intervene at various points in the process before the final draft. This is approved by many teachers who have observed

extensive effective revision in students' papers when feedback is given at different stages of the composing process (Subasi, 2002). When the focus is not simply on producing a final product, but the development of the writing is seen as valuable and important, feedback may trigger rewriting and revising as the author adjusts the writing in response to the readers' reactions until the intended meaning has been adequately communicated. Within this approach to writing, feedback is instructive to the extent that students act on it through rewriting.

2.2.1. Empirical Studies on the Effects of Feedback

Feedback in writing is seen crucial for both encouraging and consolidating learning. In process based classrooms, it forms a key element of the students' growing control over composing skills. Over the past 20 years, changes in writing pedagogy and research have transformed feedback practices, with teacher comments often supplemented with peer feedback (Hyland & Hyland, 2006).

In the second language literature there are many studies related to types of feedback, how feedback should be done, what learners' reactions are towards a certain types of feedback and what second language teachers' perceptions are of certain types of feedback. Studies also report on how to provide the most useful responses to student writing (Ozturk 2006).

2.2.1.1. Teacher Feedback

The literature on the effect of teacher feedback has mixed findings. As cited in Paulus (2000), Sommers, (1982), Semke, (1984), Zamel, (1985), Hillocks, (1986) and Truscott, (1996) state that, research on teacher feedback has been focused primarily on its ineffectiveness in both the L1 and the L2 contexts and the effectiveness of the quality of the comments or the reliance on error correction as the primary feedback type that has resulted in negative student attitudes toward and inattention to the feedback (Semke, 1984; Robb et al., 1986,).

On the other hand, Nelson and Carson (1998) found that students actually preferred negative comments that showed them where their problems were. Research has even

suggested that while rewriting does facilitate writing improvement, teacher intervention may not play a significant role (Fathman & Whalley, 1990; Polio et al., 1998; Robb et al., 1986).

In order to have an overview on the effect of teacher feedback on L2 writing, the following studies are presented in chronological order.

Berman (1990) work investigated the effect of teachers' written comments on five advanced ESL students' essays who were attending a summer school at a Canadian University. Data collection included pre-and post-tests, personal data of five ESL students, all writing drafts as well as observation notes. Results showed that teachers' comments may be effective in improving the written discourse of advanced ESL levels if classroom instruction has the same focus as the comments and if the comments were meaningful and text specific. In addition to this, his findings also revealed that if the students' goal is to improve their essay writing skills, an absence of comments on their written work may result in demoralization, to the extent that they may regress in their writing, both in terms of written discourse and essay length.

Goldstein and Conrad (1990) investigated how teacher conferencing influenced students' subsequent drafts. The students wrote multiple drafts of expository papers, three students were selected from three different cultural backgrounds. The teacher taped all the conferences and collected copies of each draft of every paper. The 10 tapes of the conferences were transcribed and to be looked for recurring patterns and variations across students that suggested to them how the discourse was structured and what the roles of each participant were in the discourse. After the features were identified and coded on the transcripts, they obtained frequency counts per conference for types of discourse structures, topic nominations, invited nominations, turns per episode, questions, and negotiations and then calculated mean frequencies per category for each student's conferences. Their results showed that there is a positive relationship between negotiation and successful revision. Furthermore, students used the teachers' suggestions and ideas on their revisions in cases where teachers maintained an exclusive negotiation of meaning during the writing conferences. There were large differences in the degree to which students participated in the conferences and negotiated meaning. In

contrast, when students did not negotiate meaning, even when they actively participated in the conference, they tended either not to make revisions or to make mechanical, sentence-level changes that often resulted in texts that were not qualitatively better than previous drafts.

Ferris (1997), examined over 1,600 marginal and end comments written on 110 first drafts of papers by 47 advanced university ESL students, considering both the pragmatic goals for and the linguistic features of each comment. She then examined revised drafts of each paper to observe the influence of the first-draft commentary on the students' revisions and assess whether the changes made in response to the teacher's feedback actually improved the papers. His results showed that though comments of all lengths appeared to influence positive changes, revisions tended to improve gradually as the comments got longer, and text-specific comments generally influenced more positive changes than did general comments. To summarize, a significant proportion of the comments appeared to lead to substantive student revision, and particular types and forms of commentary appeared to be more helpful than others.

Hyland (1998) studied the impact of written teacher feedback on individual writers. Specifically, he focused on the student attitudes and expectations about the purpose and value of feedback and if these changed over the period of a course. He selected one undergraduate and one postgraduate class for the study and overall six students' use of written feedback throughout a course was examined. Additionally, two student writers were specifically selected to see the effect of individual differences in revisions. Completed questionnaires, tapes of interviews and protocols, drafts of written assignments, revised versions of those drafts after feedback, together with teacher and peer written feedback were collected to analyze the data. Copies of all student tasks relating to the writing program were also collected. The results showed that students not only valued feedback, but demonstrated this through their actions in response to it. The relationship between feedback and revision results showed that revisions often closely followed the corrections or suggestions made by the teacher. Some revisions also appeared to be not related to the written feedback at all.

Ashwell's (2000) study also looked at ESL writers' reactions to and uses of written teacher feedback. The participants were 50 first year and third year students who were at the same level of instruction during the first writing classes the students had taken at university. Four different patterns of teacher feedback (a pattern of mixed form and content feedback, form feedback and the reverse pattern) were given to foreign language students. Students wrote three drafts of a single composition. The pattern usually recommended within a process writing approach of content-focused feedback on first draft followed by form-focused feedback on second draft was compared with the reverse pattern, another pattern in which form and content feedback were mixed at both stages, and a control pattern of zero feedback. It was found that the recommended pattern of feedback did not produce significantly different results from the other two patterns in which feedback was given in terms of gains in formal accuracy or in terms of content score gains between the first and the final draft. Another result revealed that students may have relied heavily on form feedback and that content feedback had only a moderate effect on revision. In answer to the research questions, the recommended pattern of content feedback followed by form feedback is not superior to the reverse pattern or to a pattern of mixed form and content feedback.

Similarly, Lee (2008) investigated the reactions of students in two Hong Kong secondary classrooms to their teachers' feedback, focusing particularly on the factors that might have influenced their reactions. Data in the study were collected from two secondary (Grade 7) classrooms in high proficient and low proficient schools. Participants were 58 Cantonese speakers. A total of 962 feedback points were collected from the 40 student texts marked by teacher A. As for Teacher B, 469 feedback points were collected from the 36 texts. The questionnaire findings showed that the high proficient students responded favorably to Teacher A's practice (i.e., giving a mark and error feedback plus comments). The low proficient students' reactions to their teacher's feedback were found to be more mixed, with the largest group (41%) expressing a wish for not only a mark/grade and error feedback (largely his current practice), but also comments from the teacher.

In sum, the students of lower proficiency level were less interested in error feedback than those of higher proficiency, though both groups preferred more explicit error feedback from teachers. The results also showed that the teachers' feedback, which was mostly teacher-centered, made students passive and dependent on teachers.

Diane, Leen and Schallert (2008) investigated the effect of teacher feedback on a different perspective. They used a case study approach to explore the role of the teacher-student relationship in how a teacher made written comments on students' writing and in how students responded to these comments in revision. The research was undertaken in an Advanced English Academic Writing Course offered during the summer semester within the context of a college English program at a university in Seoul, Korea. Data sources included formal, informal, and text-based interviews, class observations, and writing samples with teacher written comments. Data analysis focused on the comments the teacher made on the students' drafts and on how and why the students did or did not use her written comments. Findings showed that one student who had built a trusting relationship with his teacher faithfully used her written feedback in revision, thereby improving his drafts, whereas the other student who had difficulty trusting her did not respond to her feedback positively. Consequently, his drafts did not improve as much as those of other students. So, their study argued that the supportive, appreciative, reciprocal, and trusting relationship between teacher and student played a major role in how Korean college students learned to write in English based on what their teacher said in the margins of their papers.

So, the results of the studies on the effect of teacher feedback showed that teacher feedback lead to improvement on students' writing (Ferris, 1997; Hyland, 1998; Ashwell, 2000) with certain reservations such as those teacher's comments made students passive and dependent on the teacher, students relied too much on teacher feedback and this did not lead them to improve; short comments resulted in difficulty in understanding, students needed more explicit feedback and that general comments needed to be more specific.

2.2.1.2 Peer Feedback

Peer review has a prominent place in process-oriented academic writing (Hu, 2005). Since the late 1980s, peer response to writing has gained increasing attention in the ESL field. Affective benefits have been reported in the literature, while mixed results were found about the effects of peer response on ESL students' revision and writing outcomes (Berg, 1999).

Nelson and Murphy (1993) examined whether ESL writers adopted peer feedback into their revisions. Participants were four students from four different countries: Chile, Colombia, Peru, and Taiwan. Data for the study consisted of the videotape transcripts, students' rough drafts, and students' final drafts. The results showed that students made some changes in their drafts based on responses by their peers. The writers developed their compositions with peers' suggestions when peers facilitated in a supportive manner. Some students were more receptive to student comments than others. For the factors contributing to students' using or not using peer suggestions in revising, of the 11 instances in which writers used their peers' comments in their final drafts, seven of the corresponding transcripts were rated as interactive (six as interactive/cooperative and one as interactive/defensive), and four as non interactive. Of the eight instances when writers tended *not* to act upon their peers' comments, four of the corresponding transcripts were coded as interactive, defensive and four as non interactive.

Carson and Nelson (1996) examined the peer responses by Chinese ESL learners. The study investigated Chinese students' interaction styles and reactions in peer response groups in ESL composition classes. Three peer response groups in an advanced ESL composition class were videotaped and transcribed; and three Chinese-speaking and two Spanish-speaking group members were interviewed. Next, the important patterns or themes in the transcripts were coded into categories; and the data were organized according to those codes. The analysis indicated that the Chinese students' primary goal for the groups was social to maintain group harmony and that this goal affected the nature and types of interaction they allowed themselves in group discussions. The Chinese students were reluctant to initiate comments and, when they did, monitored themselves carefully so as not to precipitate conflict within the group. This self-

monitoring led them to avoid criticism of peers' work and to avoid disagreeing with comments about peers' or their own writing. This study revealed that Chinese learners harmonized with each other as the primary purpose of the collaborative session.

Berg (1999) investigated whether trained peer response shapes ESL students' revision types and writing quality. Effects of trained peer response were investigated through a comparison of 46 ESL students divided into two groups, one trained on how to participate in peer response to writing and the other not trained. Revision types were identified based on a taxonomy that discriminates between two types of changes: those that affect text meaning and those that do not (Faigley & Witte, 1981). Writing quality was determined by a holistic rating procedure of first versus revised drafts. Results of the investigation indicate that trained peer response positively affected ESL students' revision types and quality of texts.

Min (2006), studied the effect of trained peer review on 18 EFL students' revision types and quality. After a 4-hour in-class demonstration and a 1-hour after-class reviewer-teacher conference with each student the instructor collected students' first drafts and revisions, as well as reviewers' written feedback, and compared them with those produced prior to training and he found that students incorporated a significantly higher number of reviewers' comments into revisions post peer review training. The number of peer-triggered revisions comprised 90% of the total revisions, and the number of revisions with enhanced quality was significantly higher than that before peer review training. The researcher concludes that with extensive training inside and outside of class, trained peer review feedback can positively impact EFL students' revision types and quality of writing.

Ozturk (2006) studied the impact of peer revision on second language writing, and specifically, investigated the characteristics and effectiveness of peer revision on second language writing as an aid to teacher feedback. The participants in her study were 10 advanced level students enrolled in a composition class at a state university in Turkey. The data was collected through peer revision processes, in which peers reviewed each other's writing, and through think-aloud protocols, which involved students reviewing their own writing. She compared the first and second drafts written before and after the

peer revision and before and after the individual revisions, and also the processes of peer and individual revisions were compared, too. The students' texts were compared with respect to nine categories: vocabulary, grammar, spelling, punctuation, morphology, syntax, preposition, correlation of ideas, and organization. Her study indicated that peer revision is a worthwhile activity regardless of whether it leads to highly successful revisions or not because the peers value each other's comments on their writing, and they revise accordingly. Furthermore, when the students were included in peer revision, they made more changes than they did in individual revisions. The data showed that peers do have the competence to provide useful comments on each other's writing, and that peer revision can lead to language learning.

Kurt and Atay (2007) examined the effects of peer feedback on the writing anxiety of 86 prospective Turkish teachers of EFL. The participants were divided into two groups (one experimental and the other control group), and received the same activities i.e., students first read an article on language learning and teaching, answered some teacher-prepared comprehension questions based on the article, discussed issues relevant to the article and finally wrote a specific type of an essay on the relevant topic. In addition to this, the experimental group also received two training sessions on peer feedback each of which lasted for two hours. Their data were collected by means of the Second Language Writing Anxiety Inventory adapted from Cheng (2004) and interviews. Although the pre-test results showed no significant difference between the groups in terms of their writing anxiety level at the beginning of the study, they found a significant difference between the groups at the end of the study. The results of their study have showed that the peer feedback group experienced significantly less writing anxiety than the teacher feedback group as the social dimension of peer feedback enhances the participants' attitudes towards writing and has an impact on affect by increasing motivation through personal responsibility, greater variety, and interest.

Fujieda (2007) examined the perceptions and incorporations of peer feedback, specifically how 14 Japanese EFL learners feel about peer written responses as well as how they utilized them when making revisions. The participants were asked to write four essays of various genres (e.g., personal diaries, favorite stories, life experiences,

newspaper story critiques, expository essays). After the students wrote their first drafts, randomly selected student reviewers collected their friends' papers to give feedback. The reviewers read their friends' papers and filled the peer feedback sheet provided by the researcher. The same procedure was followed four times with different essay topics. Then, the teacher researcher made interviews with the students to explore their views about the type of feedback they received and its effectiveness. After all of the interviews, recorded data was transcribed and carefully analyzed, and the results showed that eight writers endorsed the ideas of peer feedback, adopted their colleagues' suggestions or opinions, and retained an emphasis upon peer written commentary. In sum, although a few students kept their indecisive attitudes, it could be seen that peer written response has a positive effect on students' writing.

Min (2008), compared the types of reader stance in student reviewers' written commentary prior to and after the peer review training through a textual analysis and to reported writers' perceptions of and attitudes toward changes, through retrospective interviews. Participants were 18 intermediate EFL students in a writing class at a University in Taiwan. He trained the students for 2 months to make "revision oriented" commentaries by following a four-step procedure: Clarifying writers' intentions, identifying problems, explaining problems, and making specific suggestions. The textual analysis illustrated a predominance of prescriptive stance among reviewers prior to training (59%). After training, however, there was a drop in the percentage of the prescriptive stance (17%) and an increase of the collaborative stance among reviewers (29% compared to 17% prior to training). Retrospective interviews with student writers also confirmed the textual analysis in that writers perceived peer comments to be more empathetic in perspective and more explicitly explained in a friendlier tone.

Lundstrom and Baker (2009) also studied the benefits of peer review to the reviewer's own writing. The study was conducted at an intensive English institute with ninety-one students in nine writing classes at two proficiency levels. The participants received training on peer review (how to give and receive feedback) four times throughout the semester. The "givers" reviewed anonymous papers but received no peer feedback over the course of the semester, while the "receivers" received feedback but did not

review other students' writing. An analysis in the gains in writing ability measured from writing samples collected at the beginning and end of the semester indicated that the givers, who focused on reviewing peers' writing, made more significant gains in their own writing over the course of the semester than did the receivers, who focused solely on how to use peer feedback. Results also indicated that givers at the lower proficiency level made more gains than those at higher proficiency levels and that slightly more gains were observed on global than local aspects of writing.

In sum, the literature on the effects of peer review is based predominantly on the positive effects of peer training and review on L2 writing.

2.2.1.3. Empirical studies that compare teacher and peer feedback

A number of studies compared the effects of peer and teacher feedback on ESL students' writing. Below is a summary of studies conducted in varied studies and with different participants.

Caulk (1994), in a comparison of L2 written peer responses, teacher comments, and students' self-analysis of their own papers, found that 89 % of students were able to give advice considered valid by the teacher and 60 % made appropriate suggestions not mentioned by the teacher. They also made more specific and localized comments than the teacher. The study suggests that peer comments may well complement the role that teacher comments play in revision.

Connor and Asenavage (1994) looked at the impact of peer and teacher feedback on eight ESL students from different countries in a university in the USA. The revised drafts were analyzed by means of Faigley and Witte's (1981) taxonomy to determine which revisions were made as a result of the teacher feedback, group peer response, or another outside source. The researchers then categorized the revisions by type, to determine the types of revisions influenced by the feedback sources. Their study revealed that teacher feedback had a much more significant effect than peer feedback, with only 5% of peer feedback resulting in changes. In addition, most revisions did not result from the suggestions given by either peers or teachers but from some other source (influencing 60% of revisions). Seventy percent of the peer-influenced changes and

22% of the teacher-influenced changes were found to be meaning level changes based on the taxonomy, with 52% of the changes made from an outside source being meaning-level changes.

Zhang's study (1995) showed that students preferred teacher feedback to peer or self-feedback. Eighty-one L2 college freshmen were asked to state their preference between teacher and non-teacher feedback and, for the latter, between peer and self-feedback. It was found that 76 chose teacher feedback over non-teacher feedback. Teacher feedback was significantly more preferred than peer or self-feedback whereas there was no significant difference between the latter two. Zhang decided to employ a questionnaire, which he administered to 81 tertiary level ESL students, 86% of whom were from Asia, who were studying in the U.S. They were reportedly of high, upper intermediate, and lower intermediate proficiency. He asked them two questions. The one most relevant here was: Given a choice between teacher feedback and non-teacher feedback—that is, feedback by peers or yourself—before you write your final version, which will you choose? Presented with this choice, 94% of the students chose teacher feedback. The results show that claims made about the affective advantage of peer feedback in L1 writing do not apply to ESL writing. ESL students overwhelmingly prefer teacher feedback.

Braine, Curtis, Jacobs and Huang (1998) carried out their study as a reaction against Zhang's (1995) finding that ESL learners who have experience with both teacher and peer feedback will prefer not to receive peer feedback as one type of feedback on their writing. They conducted their research with 121 first- and second-year undergraduate ESL students enrolled in two universities, in Hong Kong (44 participants) and in Taiwan (77 participants). They asked the participants to complete a one-item questionnaire by choosing whether they preferred peer feedback or teacher feedback. Their results showed that of the 121 participants, 112 (93%) indicated that they preferred to have peer feedback included among the types of feedback they received on their writing. Their results suggested that ESL students who were familiar with process approaches to writing, which combine teacher, peer, and self-directed feedback on their writing, generally value peer feedback as one, but not the only type of feedback.

Paulus (1999) investigated the impact of peer and teacher feedback on 11 ESL students in an intensive English language course at a public university in the USA. First, students received written and oral feedback from their classmates on the first drafts of the essays, after which they revised and wrote a second draft. They then received written teacher feedback on this second draft. Finally, they revised again and wrote a third draft. Using Faigley and Witte's (1981) taxonomy of revisions, each revision made to the first and second drafts of the essay was categorized as either a surface change (formal change or meaning-preserving change) or meaning change (microstructure change or macrostructure change). Peer feedback accounted for about 14 % of all changes and teacher feedback for 34%. Teacher feedback was more likely to have an impact than peer feedback with 87% of teacher comments resulting in some change compared to 51% of peer feedback.

Berg's (1999) study of ESL classes in the USA also investigated the effectiveness of peer review. The setting for his investigation consisted of four writing classrooms, two intermediate levels and two high intermediate levels at a six-level university-based intensive English program (IEP) located in the U.S. During the first term, the level 3 students were trained to participate in peer response, whereas the level 4 students were not. During the second term, the level 4 students were trained to participate in peer response, whereas the level 3 students were not. The trained group was composed of one level 3 and one level 4 classes with a total of 24 students. The untrained group also consisted of one level 3 and one level 4 class and had a total of 22 students. This study produced three findings. First, trained peer response generated a greater number of meaning changes in the revised drafts. Second, trained students improved their writing from a first to a second draft more than untrained students. Finally, the relative effects of trained peer response on writing outcomes influenced by the difference in level of writing proficiency. Berg (1999) also found that peer feedback encouraged critical reasoning. The students cannot just take the advice as given and make the change, as is likely when the expert (i.e. teacher) provides feedback. Instead, the student will need to consider the advice from a peer, question its validity, weigh it against his or her own knowledge and ideas, and then make a decision about what, if any, changes to make (p. 232).

Tsui and Ng (2000) examined which type of feedback (peer or teacher) facilitates more revision in students' writing. The study took place in a secondary school in Hong Kong and involved 27 Chinese students in secondary school, grades six and seven. Students were introduced the process-oriented approach to writing in which for each writing task, they were engaged in a writing cycle. Each writing cycle lasted for six weeks and consisted of the production of a first draft after a whole-class brainstorming session. This was followed by the teacher giving whole-class feedback on common problems found in the first draft. Students then read the first drafts of their peers' compositions and provided written comments and discussed in groups. In response to the teacher's written comments, the second drafts were revised by students to produce the final drafts. The data collected consisted of, firstly, a questionnaire survey administered at the end of the fourth writing cycle. Secondly, the drafts and comments in the last two cycles were collected for analysis. Thirdly, follow-up interviews with a sub-sample of six students were conducted. The results showed that teacher comments were more favored by most students than peer comments and induced more revisions. Teacher comments tended to induce more revisions to the macro-structures of a text whereas peer comments have the specific roles of enhancing a sense of real audience in the students, raising the students' awareness of strengths and weaknesses of their own writings, encouraging collaborative learning and fostering an ownership of text. This study also showed that written peer comments worked better when they were supplemented by oral peer response sessions in which learners are given the opportunity to clarify their thinking, explain their intended meanings and collaboratively explored effective ways of expressing their thoughts and arguments.

Saito and Fujita (2004) investigated feedback provided to EFL students in a Japanese university. The study addressed the following research questions: (1) How similar are peer, self- and teacher ratings of EFL writing?; (2) Do students favor peer ratings?; and (3) Does peer feedback influence students' attitudes about peer rating? Forty-seven college students studying English writing in a Japanese college were assigned to write two essays. Each essay was commented on and rated by two teachers, three peers and the writers themselves. Students also completed a five-item questionnaire about their attitudes regarding peer rating. Peer and teacher ratings were found to correlate

significantly. The results of the questionnaire indicated that students had favorable attitudes towards peer rating. A regression analysis suggested that peer feedback did not influence students' favorable attitudes about the feedback and found that teachers and peers rated students' writing in broadly similar ways.

Rollinson's (2005) study of college level students of EFL in Spain found that peer feedback was effective with 80% of peer feedback comments considered valid and 65% acted on. The findings show that the effectiveness of peer and teacher comments in facilitating revision needs further exploration and that more empirical studies are needed.

Badger, Miao, and Zhen (2006) examined the impact of teacher and peer feedback in two groups of EFL writing class students (one receiving feedback from the teacher and one from their peers) at a Chinese University. Both groups were involved in three rounds of multi-draft composition writing for the same writing tasks, during which they were given parallel writing instruction by the same teacher researcher, except for the feedback they collected. For the study, three sets of data were collected; first and second drafts of the students' writings, a questionnaire survey and the teacher researcher's field notes on the classes and their writing. Students' essay results textual and questionnaire data from both groups and video recordings and interviews from 12 individual students revealed that the students adopted more teacher feedback than peer feedback and led to greater improvement. Next, the students expressed that although they knew the value of peer feedback, they valued teacher feedback more highly than peer feedback. Lastly, peer feedback, though it had less impact than teacher feedback, and led to improvements and appeared to encourage student autonomy. So, in general their study revealed that students used teacher and peer feedback to improve their writing but that teacher feedback was more likely to be adopted and led to greater improvements in the writing. However, peer feedback was associated with a greater degree of student autonomy, and so even in cultures that are said to give great authority to the teacher, there is a role for peer feedback.

Chiu, Wang and Wu (2007) studied the effect of peer and teacher feedback on writing quality of Taiwanese college students. For the study, 18 of the participants' essays were

analyzed by means of quantitative analyses to examine the treatment effect of peer and teacher feedback on the quality of learner writing in multiple-draft essays. In the qualitative analysis, twelve students were interviewed one by one by the instructor. The results revealed that the improvement in drafts following teacher feedback was greater than that following peer review. The interviews with 12 of the 18 students also indicated that several students doubted theirs and their peers' ability to review essays. The students seemed to have confidence only in the teacher, not themselves because teachers were believed to have the expertise to provide suitable feedback.

2.3. ESSAY TYPE IN ACADEMIC AND PROCESS WRITING

In academic writing, there are also different organizational styles in which students focus on a particular aspect of writing. Which style or type is to be used depends on what the writer writes about and who the audience is. Once the essay type is chosen, the students arrange the organization of the essay accordingly with the essay type. Each essay type has different language structures and rules to be followed. To give an example, opinion, compare and contrast, cause and effect, listing, descriptive, expository essay types are some of them. Although the essay type has an important effect on the overall quality and improvement of the essay, L2 literature lacks the research on the effect of essay type on students' writing. Below are some of the studies which were investigated the essay type in L2 writing.

2.3.1. Empirical studies on the relationship between essay type and feedback to writing

Hinkel (2008) analyzed the effects of essay topics on modal verb uses (opinion essay) in L1 and L2 academic writing on five topics written by speakers of English, Chinese, Korean, and Japanese. The participants were 718 students from four U.S. universities and admitted to various degree programs. The data was analyzed by counting the modal verbs in the L1 and L2 separately by semantic type to obtain median frequency rates of use in the essays for each group of speakers: NSs, Chinese, Japanese, and Korean. To determine whether native and non-native students similarly employed modals of possibility and ability, and obligation and necessity in their writing, the number of

words in each of the 718 essays was counted, followed by a count of the occurrences of each modal type. The essay topics were about parents, grades, major, manner, and wealth. The results demonstrate that median frequency rates of modal verbs in L2 essays are significantly affected by the writing topic, depending on the writers' L1s and the contextual meanings and functions of obligation and necessity modals. On the whole, the frequency rates of possibility and ability modals appear to be less topic dependent than obligation and necessity modals in the L2 writing of Chinese, Japanese, and Korean speakers.

Uysal (2008), studied rhetorical patterns and bidirectional transfer in L1 and L2 essays of Turkish writers in relation to educational context. Specifically, she asked if there are any common writing preferences or patterns in the argumentative essays of Turkish writers that might be associated with previous writing education and what commonalities and differences exist in rhetorical patterns within participants in their Turkish and English argumentative essays. For the study, she selected eighteen Turkish native speaker adults (ten female, eight male) who currently live in the U.S. The data were collected in three sessions with each participant one by one. First, the background questionnaire was administered. Second, within the following week, each participant was asked to write two argumentative essays in Turkish and English. Finally, two days after the completion of tasks, face-to-face semi-structured stimulated interviews were administered, using textual cues that were found and selected from each participant's essays as a result of a preliminary textual analysis. The texts were analyzed qualitatively and by using frequency counts of certain patterns. The results revealed some rhetorical preferences and their bidirectional transfer. However, although most rhetorical patterns could be traced to the educational context, various other influences, such as L2 level, topic, and audience were also found to account for these patterns and their transfer.

The above mentioned studies did not directly investigate the relationship between the feedback type and essay type. The following study by Villamil and De Guerrero (1998) is the only research which directly looked at the relationship between feedback type and essay type.

Villamil and De Guerrero (1998) investigated the impact of peer revision on Spanish-speaking ESL college students' final drafts in two rhetorical modes, narration and persuasion, two questions were addressed (1) How were revisions made in peer sessions incorporated by writers in their final versions? (2) How were trouble sources revised according to different language aspects (Content, organization, vocabulary, grammar, and mechanics)? An analysis of audio taped interactions, first drafts, and final drafts revealed that 74 per cent of revisions made in the peer sessions were incorporated. In addition, writers made many further and self revisions after the sessions. These revisions suggest a pattern of behavior conducive to self-regulation among writers. Results also show that students focused equally on grammar and content when revising in the narrative mode and predominantly on grammar in the persuasive mode. Organization was the least attended aspect in either mode. The study suggests that peer assistance can help L2 intermediate learners realize their potential for effective revision, to the extent their linguistic abilities permit.

This chapter discussed the theories and related studies dedicated to the effect of feedback (teacher and peer feedback) and essay type in L2 writing. As it can be concluded from the studies cited above the literature has mixed findings on the effect of teacher and peer feedback on ESL students' writing. Furthermore, there are quite few studies which investigate the relationship between essay type and feedback to writing. Therefore, further research is needed on the issues of the effect of feedback and essay type in L2 writing. The next chapter will be focusing on the methodology of this study including discussion of the sample group included in the study, instruments used to collect the data, data collection procedure, and data analysis.

III. METHODOLOGY

The purpose of this study was to compare the quality of EFL students' essays and revisions that have received different types of feedback, and to examine its possible influences on the different essay types in which students wrote.

Specifically the research questions of the study are:

1. How do peer and teacher feedback affect university level EFL students' writing in terms of the language and content of essays?
2. What kind of a role does essay type play in the way different feedback types influence students' essays?
3. What is the extent and nature of given and incorporated feedback in each feedback group and for each essay type?
4. What are the students' opinions about the feedback type that they receive and its influence on their writing in different essay types?

3.1. RESEARCH DESIGN

The study has applied an experimental design (pre-test, post-test, control group) in which there is random selection of participants and random assignment of the students to control and experimental groups (Hatch & Lazaraton, 1991). At the time of the study there were four pre-intermediate level classes in the preparatory school. Before implementing the study, two of them were chosen at random to participate in the study. One class (class A) was designated the control group and the other class (class B) became the experimental group. Both groups had the same teacher as the teacher researcher.

The writing exam conducted by the program around the middle of the semester was used as a pretest in this study to see if there was any difference between the two groups

in terms of their writing abilities, specifically in terms of language and content/organization. The topic given to students was to write an essay on the following question: “what are university students’ problems?” The essays were graded in terms of language and content separately according to the program’s grading criteria discussed in the methodology chapter.

An independent samples t-test was conducted on the writing pre-test scores to see whether there was a significant difference between the two groups before the training and the feedback sessions. As can be seen in the table below, although the peer feedback group did slightly better, the statistical analyses showed that there was no significant difference between the two groups in terms of essay language and content/organization scores. In terms of language, the results were (\underline{M} =3.13, \underline{SD} =.79) for the teacher feedback group and (\underline{M} =3.23, \underline{SD} = .70) for the peer feedback group. In terms of content, the results were (\underline{M} =2.96, \underline{SD} = .39) for the teacher feedback group and (\underline{M} = 3.30, \underline{SD} =.79) for the peer feedback group. The magnitude of the differences in the means for language (eta squared=.02) as well as for content (eta squared=.04) was small.

Table 1

The Results of the Pre-Test for Teacher and Peer Feedback Groups in Terms of Language and Content/Organization Scores

	Teacher Feedback Group	Peer Feedback Group	Sig.	T	Df
Language	3.13	3.23	.65	.454	28
Content	2.96	3.30	.16	1.448	28

Significant at $p < 0.05$

After the pre-test was given, the teacher researcher followed the same syllabus as other pre-intermediate level writing classes. All participants were given the same regular

instruction in the program except that the experimental group received extra training on two different occasions on how to review and give feedback on essays. During data collection, both groups were assigned to write two drafts of the listing essay and two drafts of the opinion essay.

3.2. SETTING AND PARTICIPANTS

The study was conducted in the second part of the fall 2008 semester at the English Preparatory School at a private English-medium university in Istanbul, Turkey. The students are required to have language training before they can begin coursework in their chosen degree programs. The English preparatory school is designed to assist students in gaining proficiency in university-level, academic English. Due to the schools' program, proficiency is defined as high intermediate to advance level.

Attending the preparatory program is required for all incoming students who have not demonstrated English language proficiency. A student may demonstrate proficiency in several ways; by obtaining a score of 79 or above on an official IBT TOEFL exam or 213 or above on CBT exam or a score of 7+ on the IELTS exam; or by getting a mark of 70 or higher on the university entrance proficiency exam given by the preparatory school. Students who demonstrate proficiency in English may enroll directly as freshmen. Students who fail to get a mark of 70 or higher on the university entrance proficiency exam must participate in the preparatory program, which runs for one semester, one academic year or more, based on the student's level of English and their attendance and participation performances.

The Preparatory program is organized into four different proficiency level groups, called "tracks." Track 4 students have the highest English proficiency level, and Track 1 students have the lowest including zero beginners. Track classes are organized according to skill areas: reading, writing, listening and speaking, and a core class, which integrates all of the skill areas but focuses on grammar and lexis.

The data for this study was collected in a writing course which aims to prepare students for the academic writing demands of university; i.e., essay writing and initially deals

with developing students' awareness of writing as discourse, language level, critical thinking and argumentative skills.

The students of this study are *track 3* students whose English proficiency level was intermediate when the study was carried out. At the time of the study, there were sixty students and four classes in *track 3* level. For the study, two *track 3* writing classes were chosen randomly. In both classes, there were a total of 30 students. The control group consisted of 15 students (seven males, eight females), and the other group which was designated as the experimental group consisted of 15 students (ten males, five females). The students were aged between 17 and 20.

Writing sessions for *track 3* level classes were four block sessions each week. Each block lasts for 75 minutes. So, the students received a total of 300 minutes of writing sessions per week.

The researcher conducting this study who was at the same time the writing teacher has been a teacher of English as a foreign language for seven years. She has taught all four skills in preparatory schools of English Language in various universities to adult and teenage students at Beginner to Advanced levels.

The objectives of the track three level writing program were divided into two areas as language and content/organization and students received the same training on the following points. In the writing program of the preparatory school, the three components - language, discourse, and argument - are viewed as essential. So, language and content are seen both complementary to each other and as the major requirements of a good essay. In terms of language, students are required to use balanced, appropriate and variety of sentence types (simple, compound, complex, compound-complex) and appropriate use of a range of complex and simple vocabulary. In terms of organization, students should have clear, lucid introduction, body, and conclusion surpassing the minimum requirements for rhetorical style and paragraph structure. In terms of content, students are expected to have relevant topic sentences, sufficient explanations of all supporting ideas, developed and well balanced paragraphs.

Also, the writing program requires general objectives which are outlined in the program guidebook and they were as follows;

At the end of the writing program, students will (in order of importance):

- a. have an ability to use simple, compound, and complex sentences (including an ability to use adverbial clauses, adjective clauses, and noun clauses, and relative clauses, modals)
- b. have an understanding of a variety of sentence problems, including sentence fragments, choppy sentences, run-on sentences and stringy sentences; and
- c. Learn to critically assess their overall language strengths and weaknesses and to actively apply knowledge of grammar structures taught in the grammar classes.

In terms of content and organization, the objectives were described as:

At the end of the writing program, students will (in order of importance):

- a. understand the nature of an academic body paragraph (topic sentence, supporting sentences, unity and coherence);
- b. understand the nature of an introductory paragraph (background information, thesis statement, essay preview) and a concluding paragraph (summary of body paragraphs, restatement of thesis, and final comment); and
- c. understand how to use transition signals within and between paragraphs.
- d. understand how to list ideas in order of importance
- e. express their opinions on certain topics and develop an academic argument.

During the data collection, both classes were taught the above mentioned writing objectives.

3.3. DATA COLLECTION

Information on data collection is presented in four stages. In the first stage, general information about the pilot study is presented. Then, the data collection procedures were explained in detail. Next, regular instruction in the writing classes and training for reviewers in the peer feedback group are explained. Finally, information on the two essay types used in the study are introduced.

3.3.1. Pilot Study

Before the study, a pilot study was carried out to test the applicability of the training and research design for the study and help the researcher diagnose any potential problems for the actual data collection period.

The pilot study was conducted during the summer school period of 2008 semester at the English Preparatory School of the same university. Participants were 17 preparatory class students 10 of whom were female and 7 of whom were male students to be placed into different departments. All were pre-intermediate level students who failed the exit exam at the end of their eight month English preparatory program.

When the pilot study was being carried out, the students were in their fourth week of the summer school program. They had four blocks of writing class per week in which they were trained for academic writing, specifically on how to write listing and opinion essay types. Prior to writing, the students were trained for peer review which lasted for two weeks. The training started in the fourth week of the summer school and ended in the sixth week.

Peer review guidance was prepared according to the writing program of the school and Min's (2005) peer review guidance sheet in his study. At the end of peer review training, the students were given a topic to submit the following week; the topic of which was to write an opinion essay about "what's the best job to have?" Finally, in the last week, the students were matched up to review each others' essays randomly.

After the peer review, each student's first draft, review paper from their peers and the second draft were collected to analyze the quality of their essays. Qualitative analyses were performed. Number of mistakes in terms of both language and content/organization in each draft was counted and compared with the teacher's results.

The results showed that changes the students made in their second draft were mostly based on grammar. In terms of error coding (grammar), none of them could find the exact number of mistakes in each other's paper. Only one pair could reach closer to my results with out of 18 mistakes 16 checked correctly. The results of the second drafts showed that only five papers had fewer numbers of mistakes then their first drafts. Some of them also checked incorrectly which in the end resulted in more mistakes in the second draft. In terms of organization and content, not all of the reviewers added their final comments on the essays they checked, most of them just followed the guideline and answered the questions about organization and content.

The fact that they were not successful with error coding might be because of the fact that they were *track 1* students who failed in the exit exam and had to take summer school courses. This study could work better with more advanced students. However, this training helped them to become more aware of the mistakes they do in their essays and understand what we expect them to do as writers.

The analysis of the pilot study helped to identify methodological changes in the present study's research design including data collection process, peer review training and participants' English proficiency levels. In this study, I allocated more time on the data collection as in the pilot study I observed that more time was needed to get students accustomed to peer review training. Secondly, through the pilot study I experienced that peer review training needed to be modified in a more explanatory way for the students. Also, with more advanced students, peer review training could work better as students who have higher level of language proficiency can be more confident when they give and receive feedback. So, in the present study I worked with intermediate level students.

3.3.2. Data Collection Procedure

Two writing classes taught by the same instructor were involved in the study and data was collected in a period of eight weeks. Table 2 summarizes the data collection steps. After a common writing exam, which served as a basis for comparing the two groups, on week seven, one class continued with regular writing instruction and received teacher feedback, while the students in the other class were trained to become reviewers and received peer feedback on their written work. On week eight, both groups received regular instruction on writing listing essays. The peer feedback group also received additional training on error coding and essay reviewing specific to listing type of essays on the same week. The next week, students in both groups wrote their first drafts of the listing essay and the peer feedback group received feedback from their friends while the teacher feedback group received feedback from the teacher. The same week, students submitted their revised drafts to the teacher. In the following two weeks (weeks 11 & 12), the same procedures described for weeks eight and nine were followed for the opinion essay type. At the end of the data collection period, students were asked to write a half page comment on their opinions. Students were asked a general question made up of two parts. The first part asked them to write their opinions about the feedback type that they received and the second part asked them to explain the effect of feedback type on students writing improvement in each essay type. For the student writers to express themselves more clearly and easily, they were told that they had the option to write in Turkish or English. All of the students in both classes were eager to make comments and express their ideas.

Table 2

Data Collection Process

Wk 7	Teacher Feedback Group writing exam (pre-test)	Peer Feedback Group writing exam (pre-test)
Wk 8	regular instruction on writing <u>listing</u> essays	regular instruction on writing <u>listing</u> essays + training on error coding & reviewing listing essays
Wk 9	1st draft +	1st draft +
+ Wk 10	oral & written teacher feedback +	oral & written peer feedback +
	2nd draft	2nd draft
Wk 11	regular instruction on writing <u>opinion</u> essays	regular instruction on writing <u>opinion</u> essays + training on error coding & reviewing opinion essays
Wk 12	1st draft +	1st draft +
+ Wk 13	oral & written Teacher feedback +	oral & written Peer feedback +
	2nd draft	2nd draft
Wk 14	Students' written opinions	Students' written opinions

3.3.3. Training for reviewers

To review and evaluate students' essays, a guidance sheet (evaluation sheet) prepared by the writing program was used by the teachers.

As the students in the peer feedback group were to review and comment on each other's essays, they were provided with the same criteria that the writing teachers in the program followed. During the training sessions, the teacher researcher explained to students in the peer feedback group the points that are crucial to an academic essay, namely what they should hope to find or avoid in an essay.

The guidance sheet (evaluation sheet) consisted of two main parts; language review and content/organizational review. Language review part included error coding (code lists, definitions, examples). The error code list helped students to find out what kind of structural mistakes there were in the essays and to identify and correct them. The content/organization review part covered information on how to read or evaluate good introductory, body and concluding paragraphs, use appropriate language to support ideas and add suggestions for the writer.

Peer group training sessions were held twice during the data collection period for 75 minutes sessions each just after the introduction and instruction of a new essay type. During this training, error codes were explained as symbols and information on content evaluation was provided with specific questions which led student reviewers to check specific parts of essays. [See Appendix A, B, C for specific guidelines used in training sessions]

Thus, in the peer feedback class, after the students wrote their first drafts, they were paired up randomly in class and checked each other's essays, using the same essay evaluation criteria (guidance sheet for reviewing the language and content/organization of essays) that the teacher used in the other classes.

Following is an extract taken from a student's first draft of the listing essay in the peer feedback class.

Figure 2. Sample Sentences and Corrections Given from Students' Essays in Peer Feedback Class

Student's sentence: *"There are so many life styles in life. Some of people has got families some of not. Some of them cares about relationships some of onlyb business".*

Peer's language correction: *"There are so many life styles in life. Some of people has got families some of not. Some of them cares about relationships some of onlyb business".*

S/V

S/P

Peer's comments on the content and organization: *He wrote good introduction paragraph. He moved from general to specific ideas. He use relevant information in the introduction. He has a good flow as he reaches the thesis...*

mistakes by using the same guidance sheet. Following is an extract taken from a student's first draft listing essay in the teacher feedback class.

Figure 3. Sample Sentences and Corrections Given from Students' Essays in Teacher Feedback Class

Student's sentence: *"In the past people were more helpful and thoughtful, so people didn't have too much stress, but everything change".*

Teacher's language correction: *"In the past λ people were more helpful and thoughtful, so*

P

people didn't have too much stress, but everything change".

T

Teacher's comments on content and organization: *"there are some irrelevant sentences which make the meaning unclear in the body paragraphs. Be careful with the use of vocabulary and grammar. Introduction should be improved with more examples moving from general to specific. More examples and details needed for the supporting ideas".*

3.4. ESSAY TYPES

In academic writing, there are different organizational styles for essays. Which style is to be used depends on what the writer writes about and who the audience is. In this study, the students were assigned to write on two different topics in two different essay types, which required the use of different strategies in terms of both structure and organization. Throughout the academic year, students received instruction on listing, comparison and contrast, opinion and argumentative types of essays in their writing classes. For this study, the two essay types which were among the requirements of the writing program were chosen. Specifically, the listing and opinion essay types were chosen as the two essay types have relatively different language, content and organizational structure and also these two essay types followed one another in the program and helped the researcher reduce any bias due to other factors.

In the first cycle of the data collection period, the students were instructed on and were assigned to write a listing essay. Listing essay topics usually ask for a list of items such as characteristics, places, or ways. In this study, students were asked to write a listing essay on the causes of stress. In other words, students were expected to list the causes of stress in a logical way following the structural and organizational rules of listing essay type that they were taught in class.

The opinion essay specifically focuses on one side or one point of an argument including body paragraphs that are about the reasons why the writer has made that choice. The thesis statement focuses on why something should or should not happen or why something is a good or a bad idea. So, the students are asked to tell their opinions about that idea. In the second cycle of the data collection period, the students were instructed on and were asked to write an opinion essay. "Should the internet be controlled by the government?" was the topic given as an assignment to the students. The students were expected to write their opinion on one side of the argument, namely whether the internet should or should not be controlled by the government. They were also expected to use modals which were specific language aspects used in opinion essays. These listing and opinion essay topics are prepared by the writing program.

3.5. DATA ANALYSIS

The pretest essays of both groups (30 essays) were collected on the seventh week of the fall 2008 semester. The first and second drafts of the listing essays, (60 essays) and the first and second drafts of the opinion essays (60 essays) of all students, in other words, (a total of 150 essays) were checked and graded by the teacher researcher. So, the teacher researcher checked all the mistakes, made content/organization wise comments on the essays and gave a language and content/organization score for each essay. Scoring was done according to the grading criteria of the writing program at the university (over a score of five). [See Appendix D and E for scoring and grading criteria]

For quantitative analyses, the scores of all these essays of both classes were entered into the SPSS 11.5 data analysis program. Independent samples t-tests were run to compare

the different feedback groups and paired samples t-tests were run to compare the drafts within feedback groups. As for the effect size of both significant and non significant test results, Cohen's (1988) effect size statistic (eta squared) guidelines (i.e., .01=small effect size, .06= moderate effect, .14= large effect) were used to interpret the eta values.

In order to examine the nature of the feedback and revisions extensively, content analysis method was used. Five students from each group were randomly selected and all the written work collected from those students (a total of 40 essays) were analyzed in a detailed way. In this analysis, for each student the first and second drafts were compared in terms of the linguistic and content/organizational corrections, revisions and overall quality. This was done by comparing the quantity and quality of mistakes, corrections, comments in the first and second drafts of each type of essay, and by studying the revisions. In other words, in the essays of those ten students, all the language and content-related mistakes and comments were counted and compared with those second drafts to see the influence of feedback and essay type and students' writing improvement.

To test the reliability of the content analysis, another writing teacher in the same preparatory school also checked all 40 essays in the same way. The inter-rater reliability between the two raters was measured by the Pearson inter-rater reliability test (Hatch & Lazaraton, 1991; Pallant, 2001) and was found to be very strong ($r=.95$). When there was a discrepancy, the two raters discussed the papers and reached a consensus.

To explore the students' opinions about the feedback type they received, a qualitative analysis of their comments was carried out by means of pattern coding following Miles and Huberman (1994). In this type of analysis, codes were created based on students' comments. Next, related codes were grouped under the same categories, from which certain patterns and themes emerged. Descriptive statistics accompanied pattern coding and the frequency for each category was determined.

IV. RESULTS

4.1. INTRODUCTION

The purpose of this study was to compare the quality of EFL students' essays and revisions that have received different types of feedback (teacher feedback or peer feedback), and to examine possible influences of the different essay genres in which students wrote (listing essay type or opinion essay type). The above mentioned issues were investigated through a comparison of two groups of students. One group was trained in how to review and provide feedback to writing and the other group was not trained. The results were presented in four stages; the results for comparison between the two feedback groups, results for the improvement between the drafts, the content analysis of selected essays, and findings from students' opinions on the issue. Sections 4.2. and 4.3. will present results concerning research questions 1 and 2. Research question 3 will be described in section 4.4. Finally, section 4.5. will present the results for research question 4.

4.2. COMPARISON BETWEEN THE TWO FEEDBACK GROUPS

The first and revised drafts of students' listing and opinion compositions were compared across feedback groups in terms of language and content to see the effects of peer and teacher feedback on students' revisions. For this analysis, an independent samples t-test was used.

4.2.1. Language results

Concerning language, there was no significant difference between the two feedback groups except for the opinion essay first draft. For the listing essay first draft, the language scores for the teacher feedback class was ($\underline{M}=2.96$, $\underline{SD}=.48$) and for the peer feedback class it was ($\underline{M}=3.30$, $\underline{SD}=.41$). See Table 3 for details. The magnitude of the differences in the means was small (eta squared .02). For the second draft of the listing essay, scores for teacher the feedback group was ($\underline{M}=3.30$, $\underline{SD}=.36$) and for the peer feedback group ($\underline{M}=3.43$, $\underline{SD}=.56$). The magnitude of the differences in the means was very small (eta squared .03). A comparison of scores between the teacher and the peer

feedback classes for the first draft of the opinion essay showed a significant difference. For the teacher feedback class, the score was ($\underline{M}=2.86$, $\underline{SD}=.44$) while for the peer feedback class it was ($\underline{M}=3.20$, $\underline{SD}=.31$). The magnitude of the differences in the means was large (eta squared .05) which means that there was a statistically significant difference between the two groups of students. However, the significant difference disappeared in the scores for the second draft of the opinion essay, which for the teacher feedback class was ($\underline{M}=3.26$, $\underline{SD}=.45$) and for the peer feedback class was ($\underline{M}=3.30$, $\underline{SD}=.45$). The magnitude of the differences in the means was small (eta squared .01).

Table 3

Language Results on Each Draft for Peer and Teacher Feedback Groups

	Teacher Feedback Group	Peer Feedback Group	Sig.	T	Df
Listing first draft	2.96	3.30	.051	2.035	28
Listing second draft	3.30	3.43	.44	.768	28
Opinion first draft	2.86	3.20	.025*	2.376	28
Opinion second draft	3.26	3.30	.85	.200	28

Significant at $p < 0.05$

These results show that there is no significant difference in the writing language scores of the two feedback groups except the first draft of the opinion essay. In other words, the only difference was that the peer feedback group did better than the teacher feedback group in the first draft of the opinion essay. While the students in the peer feedback class were receiving the peer review training for the opinion essay, they were told to pay special attention to the uses of “modal verbs” as it was one of the requirements of the opinion essay to use modal verbs in order to support their ideas. So, this might have helped the peer feedback group raise their language awareness when writing. This finding might be explained by the possible advantageous effect of

reviewer training on students' essays in terms of language, i.e., training on reviewing essays might have helped the peer feedback group students to write a better essay language-wise. In addition to this, the peer review training might have motivated the students in the peer feedback group who might have paid more attention to their initial draft after they have received peer review training.

4.2.2. Content and Organization Results

Concerning the content and organization scores of the essays, there was no significant difference between the two groups, again except the first draft of the opinion essay. For the listing essay first draft, the content and organization scores of the teacher feedback class was ($\underline{M}=2.93$, $\underline{SD}=.53$) and the peer feedback class was ($\underline{M}=2.96$, $\underline{SD}=.63$). The magnitude of the differences in the means was very small (eta squared .01). The second draft scores of the listing essay for the teacher feedback group was ($\underline{M}=3.20$, $\underline{SD}=.56$) and the peer feedback group was the same ($\underline{M}=3.20$, $\underline{SD}=.70$). Again the magnitude of the differences in the means was very small (eta squared 0).

Just as it was found out for the language results, a comparison between the content/organization scores of the teacher and peer feedback classes for the first draft of the opinion essay showed a significant difference. For the teacher feedback class, the mean score was ($\underline{M}=2.36$, $\underline{SD}=.69$) while it was ($\underline{M}=3.00$, $\underline{SD}=.50$) for the peer feedback class. The magnitude of the differences in the means was moderate (eta squared .05). Yet, there was no significant difference in the scores for the second draft of the opinion essay which for the teacher feedback class was ($\underline{M}=3.20$, $\underline{SD}=.52$) and for the peer feedback class was ($\underline{M}=3.30$, $\underline{SD}=.49$). Therefore, the magnitude of the differences in the means was small (eta squared .02). Please see Table 4 for these results

Table 4
Content and Organization Results on Each Draft for Peer and Teacher Feedback Groups

	Teacher Feedback group	Peer feedback group	Sig.	T	Df
Listing first draft	2.93	2.96	.87	.155	28
Listing second draft	3.20	3.20	1.00	.00	28
Opinion first draft	2.36	3.00	.008*	2.869	28
Opinion second draft	3.20	3.30	.59	.536	28

Significant at $p < 0.05$

As can be seen in the tables and as it was stated before, the language and content/organization scores of the peer feedback students were all slightly higher than scores of the teacher feedback students, yet, the only significant difference between the two feedback groups was on the first draft of the opinion essay. However, the second draft comparisons showed that there was no discrepancy between the scores of the two groups which indicated that the teacher feedback group seemed to close the gap after the feedback received from the teacher. This could mean that training helped peer feedback group students to write good opinion essays, but that feedback from the teacher helped the teacher feedback students improve their essays and thus close the gap in the scores. So, it can be said that teacher feedback seems to be quite effective in improving students' essays, but training on reviewing helps peer feedback students write better first drafts, especially on the opinion essay. Through the training, peer feedback students might have become more aware of their own writing skills and therefore provided better essays in terms of both language and content/organization. This awareness and improvement seems to be more apparent on more complex essay

types such as the opinion essay instead of less complex essay types, such as the listing essay.

4.3. COMPARISON BETWEEN THE DRAFTS (IMPROVEMENT)

The improvement between the drafts was analyzed by comparing first and second drafts of both essay types within each group. In this analysis, paired samples t-test was run to see the improvement.

4.3.1. Language Results

In terms of language, there was a statistically significant improvement in the listing essay scores of the teacher feedback class' from the first draft ($\underline{M}=2.96$, $\underline{SD}=.48$) to the second draft ($\underline{M}=3.30$, $\underline{SD}=.36$). The eta squared statistic (.13) indicated a very large effect size. On the other hand, the peer feedback class scores for the listing essay did not show a statistically significant improvement in terms of language from the first draft ($\underline{M}=3.30$, $\underline{SD}=.41$) to the second draft ($\underline{M}=3.43$, $\underline{SD}=.56$), and the eta squared statistic (.08) showed a moderate effect size.

The same situation was observed on the opinion essay, where the language scores for the teacher feedback class revealed statistically significant jump from the first draft ($\underline{M}=2.86$ $\underline{SD}=.44$) to the second draft ($\underline{M}=3.26$, $\underline{SD}=.45$). The eta squared statistic was (.14) with a very large effect size. However, in the peer feedback class, there was no statistically significant improvement of language scores from the first draft ($\underline{M}=3.20$ $\underline{SD}=.31$) to the second draft ($\underline{M}=3.30$ $\underline{SD}=.45$). The eta squared statistic (.07) indicated a moderate effect size. Please see Table 5 for details.

Table 5**Language Results for Listing and Opinion Essays**

Listing Essay	First Draft	Second Draft	Sig.	T	Df
	M	M			
Teacher Feedback	2.96	3.30	.00*	5.292	14
Peer Feedback	3.30	3.43	.10	1.740	14

Opinion essay	First Draft	Second Draft	Sig.	Df	T
	M	M			
Teacher Feedback	2.86	3.26	.00*	5.527	14
Peer Feedback	3.20	3.30	.27	1.146	14

Significant at $p < 0.05$

These results indicate that, in terms of language of the essays, teacher feedback lead to greater improvement in the students' essays for listing as well as opinion genres. In other words, students in the teacher feedback class incorporated the feedback and wrote successful revisions. Although the peer feedback class scores also increased between drafts in either essay type, this improvement was not statically significant. This result shows that the teacher feedback was very effective in improving the language quality of the second drafts.

4.3.2. Content and Organization Results

In terms of content and organization, both groups showed significant degrees of improvement between the drafts of the two essay genres. There was a statistically significant improvement in the teacher feedback class for the listing essay from the first draft ($\underline{M}=2.93$, $\underline{SD}=.53$) to the second draft ($\underline{M}=3.20$, $\underline{SD}= .56$). The eta squared statistic (.10) indicated a large effect size. The peer feedback class also showed a statistically significant improvement on the listing essay from the first draft ($\underline{M}= 2.96$, $\underline{SD}=.63$) to

the second draft (\underline{M} =3.20, \underline{SD} = .70). The eta squared statistic (.11) indicated a large effect size.

On the opinion essay, there was a significant improvement in the teacher feedback class with scores from the first draft (\underline{M} =2.36, \underline{SD} =.69) to the second draft (\underline{M} =3.20, \underline{SD} =.52), and the eta squared statistic (.14) showed a very large effect size. Peer feedback class also indicated a significant improvement from the first draft (\underline{M} =3.00, \underline{SD} =.50) to second draft (\underline{M} =3.30, \underline{SD} =.49), where the eta squared statistic (.12) showed a large effect size. See Table 6 for results.

Table 6
Content and Organization Results for Listing and Opinion Essays

Listing Essay	First Draft	Second Draft			
	M	M	Sig.	T	Df
Teacher Feedback	2.93	3.20	.015*	2.779	14
Peer Feedback	2.96	3.20	.004*	3.500	14
Opinion Essay	First Draft	Second Draft			
	M	M	Sig.	T	Df
Teacher Feedback	2.36	3.20	.00*	5.801	14
Peer Feedback	3.00	3.30	.003*	3.674	14

Significant at $p < 0.05$

The content and organization results indicate that both groups improved in their second drafts, suggesting that they benefited from either the given feedback and/or the reviewer training (for the peer feedback class). So, students in either class wrote much better in their second drafts in terms of content and organization. In other words, they showed significant improvement between the drafts, and this improvement was seen in both essay types.

Considering the language results for the improvement between drafts, linguistic incompetence could be one of the reasons why peer feedback students did not show as much improvement as the teacher feedback students or as much as they did for content and organization. In other words, students may have remained limited in helping their peers on the linguistic aspect of essays, regardless of the essay type. Students might have avoided giving strong and clear language comments because of their limited language proficiency, and hence their low confidence level. In addition, students might not have trusted their peers' linguistic abilities and thus ignored the language feedback coming from them. When compared with language, students might have been more confident when they made comments on organization and content, or might have welcomed and used it more openly.

4.4. CONTENT ANALYSIS OF SELECTED ESSAYS

In order to have a better and closer understanding of the influence of feedback type and essay type on students' writing, content analyses of essays of five randomly selected students in each feedback group were carried out. Language and content/organization were separately analyzed on individual drafts. A total of 40 essays were examined by counting all possible, given, incorporated, successful, unused/not successful feedback points, together with self corrections and extra (new) mistakes produced in the second drafts. The selected students were given pseudo names to protect their privacy.

4.4.1. Impact of Teacher Feedback

4.4.1.1. Language

The content analysis of essays in the teacher feedback class showed that the amount of writing increased in the revisions of both essay types, but much more for the opinion essay. Students' listing essays increased from a total of six pages to seven-and-a-half, while their opinion essays increased from a total of four pages to nine. So, the students did not write much initially for the opinion essay, yet their second drafts were quite extended, possibly due to the type of feedback coming from the teacher. However, along with the longer essays, students' total number of language mistakes increased as well. In fact, their second drafts of the opinion essay included much more mistakes

(116) than the first draft (87). The reason for this might have resulted from the teacher's comment to use modal verbs when writing the opinion essay, since students were to use modal verbs as one of the required items in writing an opinion essay. So, the students' attempt to use this new linguistic item might have increased the language errors in the second draft of the opinion essay.

Table 7 reveals in detail the extent of given and incorporated linguistic feedback in the teacher feedback class. When the total number of feedback points is analyzed, a total of 110 feedback points were provided by the teacher to the first draft of the listing essay. Of these 110 feedback points 87 (79%) were incorporated by the students into their second drafts and 99% of these were successful. However, 24 (22%) of the given feedback points were not used by students or resulted in unsuccessful revisions. It was also seen that the students made a total of 21 new mistakes in their second drafts resulting in a total of 45 linguistic errors in the second drafts of the listing essay. The students in this group did not attempt or make any self corrections when revising their listing essays.

The results for the opinion essay indicated that 64 (74%) of the 87 given feedback points were incorporated, and 98% of these were successful. 23 (26%) of the given feedback points were not used by students or resulted in unsuccessful revisions. The biggest difference between the two essay genres was the number of the mistakes made in the second drafts. Students had 93 new mistakes in the second draft of the opinion essay, and together with the unused corrections, the total number of mistakes in the second draft of the opinion essay was 109 which was much more than the number of feedback points marked in the first draft. This was probably because the students wrote very little in their initial drafts of the opinion essay and that the amount of writing together with language errors increased in the second draft. Self correction was seen on only two occasions made by two students (Kaan and Mert).

In sum, the results for the teacher feedback class showed that a big portion of teacher feedback (three quarters) was adopted by the students and most of these resulted in successful revisions. So, there is a high percentage of incorporation of teacher feedback. When the number of self-corrections is analyzed, it is seen that students almost did not

attempt to make any self corrections for either essay type. This indicates that students in the teacher feedback group relied heavily on the teacher for language corrections.

Table 7
Extent of Given and Incorporated Linguistic Feedback in the Teacher Feedback Class

Feedback Points 1 st draft			Revisions 2 nd draft						
Listing Essay	page length	given	Used	successful	unsuccessful/not used	more	self	page length	
Kaan	1.5	27	24	23	4	6	0	1.5	
Hande	1	15	11	11	4	9	0	2	
Mert	1	18	15	15	3	0	0	1	
Cansu	1.5	25	25	25	0	2	0	1.5	
Emre	1	25	12	12	13	4	0	1.5	
Total	6	110	87	86	24	21	0	7.5	
%		100%	79%	78%	22%				

Feedback Points 1 st draft			Revisions 2 nd draft						
Opinion Essay	page length	Given	Used	successful	unsuccessful/not used	more	self	page length	
Kaan	1	39	30	30	9	2	1	1	
Hande	0.5	4	4	4	0	41	0	2.5	
Mert	1.5	24	19	19	5	5	1	1.5	
Cansu	0.5	9	1	0	8	28	0	2.5	
Emre	0.5	11	10	10	1	17	0	1.5	
Total	4	87	64	63	23	93	2	9	
%		100%	74%	72%	26%				

Given : feedback points identified by the teacher on the first drafts; **used**: feedback used or considered by students in response to the feedback; (some of which were successful, some of which were unsuccessful revisions); **more**: new mistakes made in the revision (second draft); **self**: self correction made by the students.

4.4.1.2. Content and Organization

In terms of content and organization, the teacher made a total of 15 comments on the first drafts of the listing essay. Out of these 15 feedback points, 9 (60%) were incorporated and resulted in successful revisions. Similar to the language results for the listing essay, students did not attempt to make any self corrections on the listing essay in terms of content and organization. Please see table 8 for details.

For the listing essay, adding more supporting ideas, examples and details to the body paragraphs, and improving the conclusion paragraphs were two of the most frequently made comments by the teacher. Other common comments were; “The ideas were not well supported”, “Rephrase the thesis statement in the conclusion”, “Short”, and “Improve the introduction”. The nature of the comments was revision oriented; i.e., they were usually short, prescriptive and explanatory and mostly focused on the problematic part of the students’ essay. Hence, students made less incorporation of content and organization feedback compared to the language incorporation. This might stem from the short and prescriptive nature of the comments. More collaborative feedback might work better with the content and organization revision of the students and result in more successful essays in terms of content and organization.

Considering the opinion essays, students were provided with more feedback points. This is probably because students wrote very little in their first drafts and the teacher had to write many comments to make students expand their compositions. The teacher made 29 comments, and the students incorporated 23 (79%) of this feedback, 83% of which resulted in successful revisions. No new errors and self corrections were made by the students when revising their opinion essays.

The teacher’s comments referring to organization and content for the opinion essay were mostly related with the introduction and the body paragraphs. The most frequently stated comment was the need for adding more ideas to the introduction to have a nice flow moving from general to specific. Other comments were; “Thesis statement is not clear”, “No parallelism in the thesis statement”, “Find relevant ideas to support your point”, “Be careful with the topic sentences”, and “Make clear shifts using transition words and linkers”. As for the opinion essay, students made more incorporation of the

given feedback. Although the nature of the comments was the same with the content and organization comments for the listing essay, students made more successful incorporation which might result from the difference in essay types. In a type which students are expected to be more careful with the organization ideas and the content as the purpose is to convince the reader, they are more careful with following teacher's comments. So, the impact of the content and organization comments for the opinion essay was more positive and resulted in successful revisions.

In sum, a total of 44 content and organizational feedback points were given to these selected essays in the teacher feedback class. Most of these 44 feedback points (73%) were considered and used by the students and again most of these (88%) were successfully used in revisions. The scarcity of self corrections in terms of content and organization again might signal a reliance on the teacher.

Table 8
Extent of Given and Incorporated Content and Organizational Feedback in the Teacher Feedback Class.

Feedback Points 1 st draft		Revisions 2 nd draft				
Listing Essay	Given	used	Successful	not used/unsuccessful	more	self
Kaan	5	1	1	4	0	0
Hande	3	3	3	0	0	0
Mert	3	3	3	0	0	0
Cansu	2	1	1	1	1	0
Emre	2	1	1	1	1	0
Total	15	9	9	6	2	0
%	100%	60%	60%	40%		

Feedback Points 1 st draft		Revisions 2 nd draft				
Opinion Essay	Given	Used	Successful	not used/unsuccessful	more	self
Kaan	4	1	1	3	0	0
Hande	7	7	7	0	0	0
Mert	8	6	3	3	0	0
Cansu	2	2	2	0	0	0
Emre	8	7	6	1	0	0
Total	29	23	19	7	0	0
%	100%	79%	66%	24%		

Given : feedback points identified by the teacher on the first drafts; **used**: feedback used or considered by students in response to the feedback; (some of which were successful, some of which were unsuccessful revisions); **more**: new mistakes made in the revision (second draft); **self**: self correction made by the students.

4.4.2. Impact of Peer Feedback

4.4.2.1. Language

The content analyses of the selected essays in the peer feedback class showed that students wrote less in the second drafts of both essay types. Contrary to what was observed in the teacher feedback class, the peer feedback group was not able to produce longer second drafts. As a matter of fact, for the listing essay, the total page number decreased from six pages down to five-and-a-half pages, and for the opinion essay, it decreased from eight pages to six-and-a-half pages. This decrease in the amount of writing might have resulted from several reasons, most prominent of which could be that students were not able to receive the appropriate feedback and encouragement that helped them to generate ideas and expand their essays. Student writers might also have tried to avoid possible mistakes by writing less in the second drafts.

When the feedback points are analyzed for the listing essay, as it can be seen in Table 9, there were a total of 182 possible feedback points, whereas only 54 were pointed out by the peer reviewer. This shows that peers were able to identify only 30% of the potential feedback points in terms of language. Of the 54 corrections, the students incorporated 40 (74%), 35 (65%) of which resulted in successful revisions. So, these results showed that when the students are shown the feedback points, they can make successful revisions. In addition to this, 13 new mistakes were spotted in the second drafts of the listing essay for this group. Furthermore, the amount of self correction was much more than the teacher feedback class with 35 self corrections. So, this might indicate that student writers in the peer feedback class do not rely completely on the reviewers for editing, correcting and improving their compositions, but also take responsibility for their own writing.

On the opinion essay, parallel to the results of the listing essay, of the 112 possible feedback points found by the teacher, the peer reviewers found a total of only 25 (22%). However, contrary to the picture in the listing essay type, in their revisions of the opinion essay, the students corrected very few of the marked items. They incorporated only eight (32%) of the given feedback points, and were successful in all of them. In

addition to this, students made 17 additional mistakes and self corrected on 27 instances in their second drafts.

Language results for the peer feedback group showed that peers did not recognize or mark many of the potential language errors in each other's essays. It is possible that the students did not correct their friends' mistakes on purpose in order not to embarrass or confront them. More importantly, linguistic incompetence might have hindered them to provide their friends with accurate feedback. This is possibly due to their language levels which might not be sufficient to identify and correct all mistakes in each others' essays, since they are intermediate level students. Furthermore, on the opinion essay, the peer feedback group adopted much less of the given feedback than the teacher feedback group and than they did in the listing essay. In other words, the peer feedback students incorporated a very little part of the feedback given to the opinion essay, while they did incorporate a high percentage of the errors marked on the listing essay. This might be because they did not trust their peers' language level and corrections on the opinion essay type, which requires a more complex language structure than the listing essay type. It is also possible that they did not know how to correct and revise the marked feedback points. In both essay types, there was some degree of self correction made by students in this class which might have been due to their lack of reliance on their peers.

Table 9
Extent of Given and Incorporated Linguistic Feedback in the Peer Feedback Class

Feedback Points 1 st draft				Revisions 2 nd draft					
Listing Essay	length	possible	given	Used	successful	unsuccessful /not used	more	self	length
Mehmet	1	21	4	2	1	14	3	6	1
Kubra	1	26	5	4	3	18	9	5	1
Berk	1	79	35	30	27	46	0	6	1
Burak	1.5	22	1	1	1	7	1	13	1
Dogukan	1.5	34	9	3	3	26	0	5	1.5
Total	6	182	54	40	35	111	13	35	5.5
%		100%	30%	22%	19%	61%			

Feedback points 1 st Draft				Revisions 2 nd Draft					
Opinion Essay	length	possible	given	Used	successful	unsuccessful /not used	more	self	length
Mehmet	1	9	1	0	0	7	0	2	1
Kubra	2	19	2	0	0	17	5	2	1.5
Berk	2	46	11	5	5	27	0	14	1.5
Burak	1.5	19	2	2	2	12	4	5	1
Dogukan	1.5	19	9	1	1	14	8	4	1.5
Total	8	112	25	8	8	77	17	27	6.5
%		100%	22%	7%	7%	69%			

Possible: potential feedback points identified by the teacher researcher; **given:** feedback provided by peer reviewers; **used:** feedback used by students in response to the feedback; **self:** self correction made by students; **more:** new mistakes made in the revision.

4.4.2.2. Content and Organization

For the listing essay type, the teacher researcher spotted a total of nine possible feedback points related with content and organization as against 11 (122%) comments made by the peer reviewers, which revealed that the peer reviewers found much more content and organizational feedback points than there actually was. However, the

students incorporated only four (36%) of the suggested corrections, and became successful with three of them. Students did not attempt to make any self corrections in their revisions.

Students' comments on each other's compositions while revising the listing essay were: "Introduction is too general", "There is no parallelism in the thesis statement", "Add more ideas supporting your point", "Introduction is confusing", and "Go over with the supporting ideas; some of them are irrelevant". In terms of the nature of the students' comments, no difference is observed with the teacher's comments as the training helped them to make similar comments with the teacher. Like teacher's comments, students' comments were again short, prescriptive and explanatory. However, the students made less incorporation than teacher feedback. This might result from the lack of trust in peers' comments.

When revising the opinion essay, student reviewers were less likely to make comments related with content and organization. The total number of possible feedback points identified by the teacher researcher were 12 as against two (17%) given by the peer reviewers. However, the students did not incorporate any of this feedback. However, there were self corrections made by the students for this essay type; students made six self corrections in their second drafts of the opinion essay.

Some of the peer reviewers' comments on the opinion essays were; "The flow and generalization of ideas are not clear in the introduction", "Support your ideas with more examples and details", "Topic sentence is not clear". In terms of opinion essay students did not incorporate any of their friends' comments although the nature of the comments was no more or less different than the comments provided by the teacher. The reason for this might again stem from the lack of trust in peers' comments and the type of the essay. Knowing that they should be more careful with the organization of ideas and the content for the opinion essay, the students might need more collaborative and explanatory comments for the opinion essay. The comments might not help students in terms of understanding the problematic points and incorporating them.

The complex picture obtained from the content analyses of the peer feedback group essays shows that the students in this class commented on the content/organization of the listing and opinion essays differently. While for the listing essay they made too many comments on each others' essays, they made very few comments on the opinion essays. This finding indicates that students felt quite confident or were very skeptic when reviewing and commenting on the content and organizational structure of their peers' listing essays. However, they did not feel so secure about their reviewing process when the essay type was opinion essay, possibly due to the relatively more complex nature of this essay type.

In addition, in this feedback group, a minor percentage of the comments were incorporated into revisions of either essay type. This finding again might show the lack of confidence in peers' comments, as well as the fact that it is usually more difficult for students to interpret content and organization related comments and make the desired changes in essays. Furthermore, there were no instances of self-correction while revising the listing essays, but students did demonstrate self-correction on the opinion essay revision.

Table 10
Extent of Given and Incorporated Content and Organizational Feedback in the Peer Feedback Class

Feedback Points 1 st Draft			Revisions 2 nd Draft				
Listing Essay	possible	given	Used	successful	unsuccessful/not used	more	Self
Mehmet	2	1	0	0	0	0	0
Kubra	2	3	3	2	0	2	0
Berk	4	1	1	1	0	0	0
Burak	1	0	0	0	0	0	0
Dogukan	0	6	0	0	0	0	0
Total	9	11	4	3	0	2	0
%	100%	122%	44%	33%	0%		

Feedback Points 1 st Draft			Revisions 2 nd Draft				
Opinion Essay	possible	given	Used	successful	unsuccessful/not used	more	Self
Mehmet	7	1	0	0	0	1	1
Kubra	0	0	0	0	0	0	0
Berk	4	0	0	0	0	0	3
Burak	0	1	0	0	0	0	1
Dogukan	1	0	0	0	0	0	1
Total	12	2	0	0	0	1	6
%	100%	17%	0%	0%	0%		

Given : feedback points identified by the teacher on the first drafts; **used**: feedback used or considered by students in response to the feedback; (some of which were successful, some of which were unsuccessful revisions); **more**: new mistakes made in the revision (second draft); **self**: self correction made by the students.

4.5. RESULTS FOR STUDENTS' OPINIONS

The final part of this chapter includes the qualitative analysis of students' opinions about the feedback type that they received. Students were asked a general question

made up of two parts. The first part asked them to express their opinions about the feedback type that they received and the second part asked them about their writing improvement in each essay type. Four additional students who had incomplete essays and therefore were excluded from the essay analysis participated in providing opinions. Therefore, 34 students answered the opinion questions.

Regarding the first part of the question which is about the feedback type, the general themes that emerged were; “not so useful”, “useful”, “useful but with reservations”. All students (18 students) in the teacher feedback class (100%) stated that the teacher feedback was useful. The most frequently stated reason with 71% was that, the feedback helped students to revise the second drafts better and not to repeat the mistakes from the first draft. For example one student wrote, *“Feedback system was useful to see and analyze the mistakes I made. So, I did not repeat the same mistakes in the second draft”*. Another student wrote, *“This type of feedback is good for students because it allows them to see their mistakes and also learn from their mistakes”*. The second most frequently stated reason was that although it was difficult in the beginning, they learned how to write essays (both language and content wise) (47%). To give an example, one student wrote, *“I have learned how to write essays; especially informed about how to use the language and organize the ideas”*. Finally, 17% of the students stated that teacher feedback was a good system for the students and a successful way of giving feedback.

However, in the peer feedback class, the majority of the students found the feedback type useful, but with some reservations. Of the 16 students, 11 (69%) expressed that peer feedback was useful and helpful, four students (25%) indicated its usefulness with some reservations, and three students (19%) expressed that peer feedback was not very useful.

The most frequently stated reason favoring peer feedback was that it helped them not to repeat the same mistakes (6 out of 11 students, 55%). For instance, one student wrote, *“I think feedback instruction was necessary and useful. With the help of peer feedback I spotted my mistakes and did not repeat them”*. Students also stated as reasons for their positive opinions on peer feedback that it helped them with their second drafts, that it

was helpful for both of the paired students in the review sessions, that it improved their writing skills, that the feedback was satisfactory and they learned a lot, that it raised their awareness on essay writing and that they wrote better essays. For example one student wrote, *“Checking the papers in pairs was useful for both parties in terms of spotting our mistakes and revising them”*.

The students who thought that peer feedback was useful but with some reservations (25%) wrote that peer feedback was useful but it did not help them much with correcting their mistakes and that it was not as effective as teacher feedback (which they were used to from other courses). Another reason was that they were never sure about the feedback points spotted by their peers. So, these students did not trust their peers in terms of language proficiency. For example, one student wrote: *“the peer review technique was not sufficient as every student did not have the same level of language proficiency”*.

Finally, 19% of all students in the peer feedback class stated that peer feedback was not useful. Typical explanations for finding peer feedback ineffective were the lack of language proficiency of the students, and the unstable willingness of peers for providing feedback. In other words, some students turned out to be eager to provide feedback, while others were more reluctant and did not help their peers much. For example, one student wrote, *“peer feedback was not effective because each student has a different language level and unstable eagerness for providing feedback. So, we did not have objective results”*. Another student wrote, *“receiving peer feedback from peers was useful; however, getting comments from someone who knows better i.e., the teacher is better because we are provided with the real mistakes”*. Table 11 presents the students’ opinions on the effect of teacher or peer feedback.

Table 11

Students Opinions on Different Feedback Types

	Teacher feedback group		Peer feedback group	
	n	%	n	%
Useful	18	100%	11	69%
useful but	0	0%	4	25%
not so useful	0	0%	3	19%

In terms of the second part of the question which asked for students opinions on the effect of essay type, the general themes that emerged (for the listing essay) were “it was easier”, “it has certain rules”, we spent more time on it”. General themes for the opinion essay were “It is easy to express opinions and generate ideas”, “It leaves the students more independent, it is flexible”, I felt free in expressing ideas”. 15 (83%) of the students in teacher feedback group stated that the feedback they received was more helpful to them and lead to improvement on the listing essay. The most frequently stated reason with 47% (seven students) was that they allocated more time to the listing essay and therefore learned more. 40% (six students) of the students believed that they made better improvement because the listing essay was easier. The other reasons were that they did not know how to write essays at the beginning of the semester, that they are not so successful on the opinion essay, and that they skipped classes for the opinion essay.

Two students (11%) of the teacher feedback class indicated that the feedback type helped them to make better improvement on the opinion essay for the reasons that they can express ideas easily, that it is more flexible and leaves the students more independent. *For example, I believe that I made fewer mistakes in the opinion essay as the opinion essay type leaves the student more independent in terms of expressing the ideas.*”

Only one student (6%) in the teacher feedback class believed that he/she made improvement on both essay types.

However, in the peer feedback class, half of the students (eight students, 50 %) stated that the effect of the feedback type was mostly seen on the opinion essay. The most frequently stated reason of the group was the inclusion of their own ideas and that they became a writer and could write more independently and express ideas. For example one student wrote, *“I am more successful when I write in opinion essay type because I become more productive in terms of generating ideas”*. The other reasons were *“It is more fun and easier”*, and *“It was the last essay type we learned”*.

Five (31%) of the students in the peer feedback class stated that the feedback type helped them to make improvement in both types of essays. Their reasons were; *“I did not know much about writing essays before”*, and *“We wrote frequently and improved our language in both essay types”*.

Only three students (19%) of the peer feedback class stated that the type of feedback helped them with the listing essay for the reasons that they were more motivated during that time, it was easier to correct mistakes and errors, in the opinion essay opinions might differ but in the listing essay, things are fixed. Table 12 presents the students’ opinions on the effect of teacher or peer feedback on the different essay types.

Table 12
Students’ Opinions on Different Essay types

Improvement	Teacher Feedback Group		Peer Feedback Group	
	n	%	n	%
Improved on Listing Essay	15	83%	3	19%
Improved on Opinion Essay	2	11%	8	50%
Improved on Both Essay Types	1	6%	5	31%

V. DISCUSSION OF RESULTS AND CONCLUSION

5.1. OVERVIEW OF THE STUDY

This study aimed to investigate the quality of EFL students' essays that have received different types of feedback (teacher and peer), and to examine the possible influences of the different essay genres (listing and opinion essays) in which students wrote. In other words, this study is to explore the effectiveness of both peer feedback and teacher feedback and examine the role of essay type on the effectiveness of the different feedback types in a Turkish context.

Specifically the following questions were aimed to be answered;

1. How do peer and teacher feedback affect university level EFL students' writing in terms of the language and content of essays?
2. What kind of a role does essay type play in the way different feedback types influence students' essays?
3. What is the extent and nature of given and incorporated feedback in each feedback group and for each essay type?
4. What are the students' opinions about the feedback type that they receive and its influence on their writing in different essay types?

In this chapter the findings will be summarized and discussed by relating them to issues in the literature. Then, pedagogical implications, implications for further research, and the limitations of the study will be presented.

5.2. COMPARISON BETWEEN THE FEEDBACK GROUPS

Concerning language as well as content and organization, there was no significant difference between the two feedback groups except for the first draft of the opinion essay. In other words, the only difference was that the peer feedback group did better than the teacher feedback group in the first draft of the opinion essay.

However, the second draft comparisons showed that there was no discrepancy between the scores of the two groups which indicated that the teacher feedback group seemed to close the gap after the feedback received from the teacher. This could mean that training helped peer feedback group students write good opinion essays, but that feedback helped the teacher feedback students improve their essays and thus close the gap in the scores. So, although teacher feedback seems to be quite effective in improving students' essays, training on reviewing helps peer feedback students write better first drafts, especially on the opinion essay.

Through the training, peer feedback students might have become more aware of their own writing skills and therefore provided better essays in terms of both language and content/organization. This awareness and improvement seems to be more apparent on more complex essay types such as the opinion essay instead of less complex essay types, such as listing essay. In fact, while the students in the peer feedback class were receiving the peer review training for the opinion essay, they were told to pay special attention to the uses of "modal verbs" as it was one of the requirements of the opinion essay to use modal verbs in order to support their ideas. So, this might have helped the peer feedback group raise their language awareness when writing. In addition to this, the peer review training might have motivated the students in the peer feedback group who might have paid more attention to their initial draft after they have received peer review training.

These results correlate with Berg (1997, 1998), and Min (2006, 2008), who investigated the effects of trained peer response and all indicated that the training helped students raise more awareness on what they are doing and resulted in successful revisions.

5.3. COMPARISON BETWEEN THE DRAFTS (IMPROVEMENT)

In terms of language of the essays, teacher feedback leads to greater improvement in the students' essays for listing as well as opinion genres. In other words, students in the teacher feedback class incorporated the feedback and wrote successful revisions. Although the peer feedback class language scores also increased between drafts in either essay type, this improvement was not statically significant. This result shows that

the teacher feedback was very effective in improving the language quality of the second drafts. Studies conducted by Connor and Asenavage, (1994), Zhang (1995), Hyland (1998), Paulus (1999), and Tsui and Ng (2000), Badger, Miao, and Zhen (2006), revealed the same results. They stated that students used teacher and peer feedback to improve their writing but that teacher feedback had a much more significant effect than peer feedback and led to greater improvements in writing. These results also showed that Sommers, (1982), Semke, (1984), Zamel, (1985), Hillocks, (1986), and Truscott's (1996) statements about the ineffectiveness of teacher feedback is not valid in our context. Students did make successful revisions with the help of teacher feedback and it was an effective type of feedback.

In terms of content and organization, both groups showed significant degrees of improvement between the drafts of the two essay genres, suggesting that they all benefited from either the given feedback and/or the reviewer training.

Considering the language results for the improvement between drafts, linguistic incompetence could be one of the reasons why peer feedback students did not show as much improvement as the teacher feedback group or as much as they did for content and organization. In other words, students may have remained limited in helping their peers on the linguistic aspect of essays. They might also have avoided giving strong and clear language comments because of their limited language proficiency, and low confidence level. In addition, students might not have trusted their peers' linguistic competence and thus ignored the language feedback coming from them. Similarly, Chiu, Wang and Wu (2007) indicated that several students doubted their peers' ability to review essays. The students seemed to have confidence only in the teacher, not themselves because teachers were believed to have the expertise to provide suitable feedback.

When compared with language, students might have been more confident when they made comments on organization and content, or might have welcomed and used it. According to Lundstrom and Baker (2009), the skill of being able to critically evaluate writing, defined as the ability to look at a classmate's writing and then provide effective feedback, particularly on a global level (i.e., at the level of content and organization), is

a very necessary skill for quality writing and academic success in general (Gieve, 1998; Thompson, 2002). Developing critical evaluation skills may also help students effectively review texts and see logical gaps, problems with organization, and other defects that weaken the argument of the paper on a global level (Beach, 1989; Thompson, 2002; Ferris, 2003), making students better writers and self-reviewers.

5.4. CONTENT ANALYSES OF TEACHER FEEDBACK CLASS ESSAYS

The content analysis of essays in the teacher feedback class showed that the amount of writing increased in the revisions of both essay types, but much more in the opinion essay. So, the students did not write much initially for the opinion essay, yet the second drafts were extended, possibly due to the type of feedback coming from the teacher. However, along with the longer essay, students' total number of language mistakes increased as well. The reason for this might have resulted from the teacher's comment to use modal verbs in the opinion essay. So, the students' attempt to use this new linguistic item might have increased the language errors in the second draft of the opinion essay.

Moreover, the results for the teacher feedback class showed that a big portion of teacher feedback was adopted by the students and most of these resulted in successful revisions. So, there is a high percentage of incorporation of teacher feedback in terms of language as well as content/organization for both the listing and opinion essay types. As Ferris (1997), Hyland, (1998) and Ashwell, (2000) similarly stated that teacher feedback showed that teacher feedback lead to improvement on students' writing.

However, these students almost did not attempt to make any self corrections for either essay type, which indicates that students in the teacher feedback group relied heavily on the teacher for language and content/organization corrections.

5.5. CONTENT ANALYSES OF PEER FEEDBACK CLASS ESSAYS

The content analyses of the peer feedback class essays showed that students wrote less in the second drafts of both essay types. This decrease in the amount of writing might have resulted from several reasons, most prominent of which could be that students

were not able to receive the appropriate feedback and encouragement that helped them to generate ideas and expand their essays, or that they avoided possible mistakes by writing less in their second drafts.

Language findings for the peer feedback group showed that peers did not recognize or mark many of the potential language errors in each other's essays. This is possibly due to their language levels which might not be sufficient to identify and correct all mistakes in each others' essays, since they are intermediate level students. It is also possible that the students did not correct their friends' mistakes on purpose in order not to embarrass or confront them. Furthermore, the peer feedback students incorporated very little of the feedback given to the opinion essay, while they did incorporate a high percentage of the errors marked on the listing essay. This might be because they did not trust their peers' language level and corrections on the opinion essay type, which requires a more complex language structure. It is also possible that they did not know how to correct the errors. In both essay types, there was some degree of self correction made by the writers in the peer feedback class which indicates that students feel responsible for their revisions and do not rely only on their peers.

The peer reviewers commented on the content/organization of the listing and opinion essays differently. While for the listing essay they made too many comments on each others' essays, they made very few comments on the opinion essays. This finding indicates that students felt quite confident or were very skeptic when reviewing and commenting on the content and organizational structure of their peers' listing essays, but did not feel so secure about their reviewing process when the essay type was opinion, possibly due to the more complex nature of this essay type.

A very minor percentage of the comments were incorporated into the revisions of either essay type by the peer feedback students. This finding again might show the lack of confidence in peers' comments, as well as the fact that it is usually more difficult for students to interpret content and organization related comments and make the desired changes in essays. Furthermore, there were no instances of self-correction while revising the listing essays, but students did demonstrate self-correction on the opinion essay revisions.

Similarly, Lee (2008) has found that teacher feedbacks is teacher-centered and mostly made students passive and dependent, where students rely too much on teacher revision and so do not see any reason for self correction. Berg (1999) also found that peer feedback encouraged critical reasoning. The student cannot just take the advice as given and make the change, as is likely when the expert (i.e. teacher) provides feedback. Instead, the student will need to consider the advice from a peer, question its validity, weigh it against his or her own knowledge and ideas, and then make a decision about what, if any, changes to make. In addition, Rollinson, (2005) added that learning to review others' writing effectively may ultimately lead to the creation of better self-reviewers, or students who are able to look at their own papers and accurately assess areas in which they need to improve and revise them.

These findings contradict with Villamil and De Guerrero's (1998) study, in which the researchers investigated the impact of peer revision on Spanish-speaking ESL college students' final drafts in two essay types, namely narration and persuasion. Their results show that students focused equally on grammar and content when revising in the narrative essay type and predominantly on grammar in the persuasive essay type. Organization was the least attended aspect in either mode.

5.6. STUDENTS' OPINIONS

In contrast to Braine, Curtis, Jacobs and Huang's (1998) study whose results suggested that ESL students who were familiar with process approaches to writing, which combine teacher, peer, and self-directed feedback on their writing, generally value peer feedback, the results in this study showed that the students in the teacher feedback group all agreed on the positive effect of teacher feedback, and they stated that the feedback was very useful and helped them improve on essay writing.

Although a high percentage of students in the peer feedback group stated that peer feedback was useful, they also mentioned certain reservations. Most of the students who thought this way wrote that peer feedback was useful but it did not help them much with revising their mistakes and that it was not as effective as teacher feedback (which they were used to from other courses). Another reason was that they were never sure about

the feedback points spotted by their peers. So, these students did not trust their peers in terms of language proficiency. In Berg's (1999) study, the interviews revealed that students said the teacher was more professional, experienced, and trustworthy than their peers, and the most commonly reported reason for the non-incorporation of teacher feedback was that it was ignored which means that they did not read the feedback, rather than reading it and forgetting to follow it. In Badger, Miao, and Zhen's (2006), study, the students also expressed that although they knew the value of peer feedback, they valued teacher feedback more highly than peer feedback. Similarly Zhang's study (1995) showed that students preferred teacher feedback to peer or self-feedback. His results show that claims made about the affective advantage of peer feedback in L1 writing do not apply to ESL writing. ESL students overwhelmingly prefer teacher feedback.

In contrast to Zhang (1995), other studies which indicated the effect of peer feedback Braine, Curtis, Jacobs and Huang (1998), Saito and Fujita (2004) Nelson and Murphy (1993) found that students had favorable attitudes towards peer feedback and made some changes in their drafts based on responses by their peers.

In terms of the improvement, teacher feedback group stated that the feedback helped them improve more on the listing essay as against the peer feedback group stating that they made more improvement on the opinion essay

5.7. EDUCATIONAL IMPLICATIONS

This study has certain implications for the teaching of university-level writing in L2. Writing teachers who use both peer and teacher feedback as part of a process-oriented academic writing program can consider the following issues.

First of all, in the present study it is seen that peer feedback, though it had less impact than teacher feedback, does lead to improvements and appears to encourage student awareness, motivation and autonomy, so it can be seen as a useful adjunct to teacher feedback and writing instructors can integrate peer feedback into the writing classroom. Therefore, peer review and peer training should be a part of a process-oriented academic writing program. Especially in writing classes where students' language levels are low,

teacher and peer feedback may complement each other, in that the teacher can provide language corrections while peers can provide comments on the content and organization of essays.

Next, students should be informed about the purpose of peer feedback and think of it as only one aspect of the larger process of writing. In the present study, some of the students in the peer feedback class hesitated to give and receive feedback as they did not trust their peers or their language proficiency. Therefore, the teacher should highlight the fact that responding to a peers' writing is a learning process that will help them to develop a better sense of how to write and read their own texts from the perspective of an audience.

Peer review training is also another issue that process-oriented academic writing programs should consider. In this study training on reviewing helped peer feedback students write better essays and raise awareness on essay writing. So, in writing classes which have peer training sessions a well prepared and clear training program for reviewers must be presented in a way that yields more information on different essay types. Furthermore, the training sessions must also include information on how to give feedback on specific essay types which have different linguistic and content/organization features. In that way, students might be more aware of what they are writing. As the findings of this study indicate, students benefit from the training and review processes differently for different essay types.

5.8. IMPLICATIONS FOR FUTURE RESEARCH

This study was conducted with a sample group of intermediate language level students who were in their university preparatory year. Whether similar results will be obtained with other levels needs to be researched by conducting studies of this kind with other types of student populations.

For the purposes of this study and guided by practical reasons, listing and opinion essay types were used and explored. Research with other types of essays is needed to better understand the role of essay genre and its relationship with different types of feedback.

Moreover, This study might be conducted in a longer period of time as students need to write several drafts in order to get used to giving and receiving feedback.

The writing anxiety of the students might be another issue which has an impact on students' writing, so together with the effect of teacher and peer feedback, essay types, writing anxiety of the students might also yield more information on the explanation of their writing improvement or lack of success in writing.

5.9. LIMITATIONS OF THE STUDY

This study was conducted in and limited to a private English-medium university in Turkey. The results could be different if the same procedures were applied to students in another university within Turkey or another country where English is taught as a foreign language.

The participants included in this study were intermediate level students. Thus, with different language levels, different results might be obtained. Additionally, the backgrounds of the students were more or less the same in this study. With students coming from different kinds of backgrounds, different types of feedback might have a different impact on writing.

Time was another limitation in the study. Because of time limitation, the sample group included in the study was small. Additionally, time permitted the researcher to collect only two drafts of the essay written, which might not be enough to observe the full effects. Writing three drafts for each essay type might yield different results.

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APPENDICES

APPENDIX A

GUIDANCE SHEET USED FOR TRAINING AND REVIEWING ESSAYS

1. Read the introductory paragraph

- Does the introductory paragraph move from general to specific ideas?
- Is there any irrelevant information in the introduction?
- Does it have a good flow as they reach the thesis?
- Does the thesis statement contain supporting ideas? And, is it one sentence?
- How many supporting ideas are there? Please underline the thesis statement and mark 1, 2, or 3 on each supporting idea.
- Does the thesis statement have parallelism?
- Does the introduction include details that should be in the body paragraphs of the essay?
- If you cannot find a thesis statement, drawing on what you have read so far, what do you expect to read in the following paragraphs? Summarize it in one sentence and show it to your partner.

2. Now read the body paragraphs

- Check if there are relevant topic sentences in each one.
- Did your partner use transition words to connect paragraphs?
- Are there any relevant examples or details in the body paragraphs to support the main ideas?
- Did your partner use any linkers to connect ideas? If not, can you suggest one?

3. Did your partner use pronouns and paraphrase to avoid repetition?

4. Read the conclusion

-Does it begin with a restatement (but different wording) of the thesis statement?

If not suggest one.

-Does your partner include his/her comment on the topic?

5. Are there any grammatical errors or inappropriate word usage?

6. What did you learn from reading this essay, either in language use or content?

-Is there anything nice you want to say about this essay?

-Write down your suggestions

APPENDIX B

Essay Review Paper

Reviewer's Name:

Writer's Name:

Essay Title:

APPENDIX C

AN INTRODUCTION TO THE WRITING CORRECTION CODE

Using the Correction Code is a very useful way for you to understand mistakes in your writing and correct them yourself.

1. S/V – Subject Verb Agreement

The subject and the verb do not agree. Either the subject is plural and the verb is in singular form, or the subject is singular and the verb is plural

s/v

Example: The group of boys are noisy. (wrong)

Correct: The group of boys is noisy

2. S/P - Singular Plural Error

S/P means that there is a problem with a word that is singular and should be plural, or a word that is plural and should be singular.

S/P

Example: Many of the student know my teacher. (wrong)

Correct: Many of the students know my teacher.

3. ^ - A Word Is Missing

This means that a necessary word is missing from the sentence. It can be a preposition, verb, etc.

Example: I love to listen music (wrong).

^

Correct: I love to listen to music.

4. w – Wrong Word

This means that you have chosen the wrong word in your sentence. It can be the wrong preposition, verb, noun, etc.

w

Example: I said my friend a joke, but he didn't laugh. (wrong)

Correct: I told my friend a joke, but he didn't laugh.

5. sp – Spelling Error

This means that you have spelled a word incorrectly.

Example: I suggested that my brother go to a **doktor**. (wrong)

sp

Correct: I suggested that my brother go to a doctor.

6. P – Punctuation Error

You will learn more about punctuation this year. A punctuation mistake is usually a mistake using a comma, a period, or a question mark.

Example: Why are you looking at me like **that.** (wrong)

P

Correct: Why are you looking at me like that?

7. T – Wrong Verb Tense

This means that the verb you have used is not in the correct tense.

T

Example: Yesterday evening I **eat** a cheese sandwich. (wrong)

Correct: Yesterday evening I ate a cheese sandwich.

8. X – Remove this Word

Sometimes a word is unnecessary, or the sentence is only correct if it is taken out.

Example: If I want to pass the exam, I have to study my **lessons**. (wrong)

X

Correct: If I want to pass the exam, I have to study.

9. wf – Wrong Word Form

If, for example, you use an infinitive instead of a gerund, if the sentence needs an adjective, but you have used the noun, then you will see this symbol.

Example: I had nothing to do, so I was **boring**. (wrong)

wf

Correct: I had nothing to do, so I was bored.

APPENDIX D

WRITING CORRECTION RUBRICS –LANGUAGE

LANGUAGE	
5	<p><i>Basic and complex language used correctly and appropriately. Reader’s understanding is not impeded by language problems.</i></p> <p>DISCOURSE: Balanced, appropriate and correct use of a variety of sentence types (simple, compound, complex, compound-complex). No repeated problems with sentence fragments, comma splices, run-on sentences, or choppy sentences. Few to no problems with punctuation. STRUCTURE: Range of complex and simple structures consistently used correctly. Displays ability to use a variety of complex structures beyond <i>if-</i> and <i>because-</i> clauses. Demonstrated ability to use adverbial, adjective and noun clauses and phrases (participle and gerunds). VOCABULARY: Consistently correct and appropriate use of a range of complex and simple vocabulary.</p>
4	<p><i>Basic language used exceptionally well with few errors. (or) Attempts at complex language succeed but with some errors. Reader occasionally has to stop and think about meaning because of errors.</i></p> <p>DISCOURSE: Limited variety of sentence types, with some complex sentences (though mostly relative clauses, <i>if-</i> and <i>because-</i> clauses) used effectively, naturally and correctly Few problems with sentence fragments, comma splices, run-on sentences, or choppy sentences. Some problems with punctuation, but not overly distracting. STRUCTURE: Limited demonstration of complex structures such as adverb, adjective, and noun clauses, consistently used correctly. (or) Demonstration of complex structures such as adverb, adjective, and noun clauses, generally used well but with some errors. VOCABULARY: Generally appropriate and correct use of a limited range of vocabulary.</p>
3	<p>Predominantly basic language used well, and some complex language used with errors, particularly on more difficult structures. Reader can usually follow the flow of the essay but errors sometimes cause confusion.</p> <p>DISCOURSE: Limited variety of sentence types, mostly simple and compound, with some complex (though mostly relative clauses, <i>if-</i> and <i>because-</i> clauses), generally correct, sometimes choppy and with errors. Some problems with punctuation (mostly comma and semi colon errors). STRUCTURE: Some complexity of language, though with errors in areas such as gerunds, participles, and adverbial phrases (or attempts to use complex structures, but typically with errors). Grammatical errors in fundamental, basic areas such as verb tense, S-V agreement, and singular-plural. VOCABULARY: Basic vocabulary used well, with awkward attempts at more developed language.</p>
2	<p>Mostly basic language used with errors. Reader’s understanding is limited by numerous errors whereby interpretation is sometimes necessary.</p> <p>DISCOURSE: Sentence types limited to simple and compound, with some complex structures (though mostly relative clauses, <i>if-</i> and <i>because-</i> clauses), generally used correctly but with errors. Attempts at complexity result in unclear, muddled or otherwise incorrect sentences. STRUCTURE: Very basic languages may generally be correct, but attempts at slightly more developed language are seriously flawed. VOCABULARY: Limited vocabulary and some of that used incorrectly.</p>
1	<p>Basic language used with frequent errors whereby reader’s understanding is severely limited.</p> <p>DISCOURSE: No variety of sentence types. Complexity is limited to compound sentences or <i>if</i> and <i>because</i> clauses, used inappropriately or inaccurately. STRUCTURE: Consistent problems with basic structures and attempts at complexity are not understandable. VOCABULARY: Poor vocabulary and consistent problems with punctuation.</p>

APPENDIX E

WRITING CORRECTION RUBRICS –CONTENT/ORGANIZATION

	ORGANIZATION	CONTENT
5	<p>Clear, lucid introduction, body, and conclusion, surpassing the minimum requirements for rhetorical style and paragraph structure.</p> <p>All paragraphs support a clear, well-structured thesis statement.</p> <p>All paragraphs have a topic sentence to which all of the supporting sentences connect and explain.</p> <p>Appropriate use of a variety of rhetorical connectors.</p> <p>Conclusion summarizes and/or provides a final comment that directly relates to the thesis statement.</p>	<p>Information in the introduction, body and conclusion supports the thesis exceptionally well and enables the reader to easily follow the continued development of the topic throughout the essay.</p> <p>All ideas are relevant to the topic.</p> <p>Almost all supporting ideas are clarified with sufficient explanations, facts and/or examples.</p> <p>Complex ideas are easy to follow and connected in a logical, cohesive way</p> <p>Ideas are developed throughout in well-balanced paragraphs.</p> <p>No unnecessary repetition</p>
4	<p>Clear introduction, body, and conclusion, meeting the minimum requirements for rhetorical style and paragraph structure</p> <p>All paragraphs directly support the thesis statement.</p> <p>Clear, but general thesis statement that may have been reproduced from the question.</p> <p>Clear topic sentences in all of the paragraphs.</p> <p>Conclusion summarizes and/or provides a final comment that may relate to the thesis.</p> <p>Appropriate use of some rhetorical connectors.</p>	<p>Information in the introduction, body and conclusion supports the thesis well, and development within paragraphs is adequate.</p> <p>All ideas are relevant to the topic.</p> <p>Most supporting ideas are clarified with sufficient details, explanations, facts and/or examples.</p> <p>Ideas are easy to follow with use of basic logical and cohesive devices.</p> <p>Ideas are developed with details in well-balanced paragraphs.</p> <p>Almost no repetition and/or unnecessary information.</p>
3	<p>Recognizable introduction, body, and conclusion, meeting most of the requirements for rhetorical style and paragraph structure</p> <p>Contains a general thesis statement that may have been reproduced from the question.</p> <p>Most paragraphs directly support the thesis statement.</p> <p>Topic sentences (mostly clear) in all paragraphs.</p> <p>Most paragraphs contain the minimum number of supporting sentences.</p> <p>Good use of basic rhetorical connectors.</p>	<p>Information in the introduction, body and conclusion adequately supports the thesis, but few details and insufficient explanation limit development.</p> <p>Most ideas are relevant and appropriate to the topic.</p> <p>Paragraphs have enough supporting ideas to explain the topic sentence.</p> <p>Ideas are developed in most paragraphs, though at least one paragraph is under-developed.</p> <p>Some repetition and/or unnecessary information.</p>
2	<p>Essay meets some of the requirements for rhetorical style and paragraph structure</p> <p>At least one of the paragraphs has no topic sentence.</p> <p>Thesis statement may be unclear, implied or unorganized.</p> <p>Some paragraphs are not connected to the main idea of the essay.</p>	<p>Some of the information in the introduction, body and conclusion does not support the thesis, and lack of explanation limits development.</p> <p>Some ideas are tangentially related or off-topic.</p> <p>Paragraphs may be a simple list of ideas with no cohesion or logical flow.</p> <p>Paragraphs might have only one idea.</p>
1	<p>Essay meets few of the requirements for rhetorical style and paragraph structure</p> <p>No clearly defined introduction, body, or conclusion.</p> <p>No thesis statement.</p> <p>More than two of the paragraphs have no topic sentence.</p>	<p>Essay contains almost no development beyond a short introduction, and a semblance of sentences about a single topic.</p> <p>Assorted sentences that give a basic idea, some irrelevant.</p> <p>Introduction and conclusion offer no extra information.</p>