

REPUBLIC OF TURKEY
SULEYMAN DEMIREL UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

**THE EFFECT OF PEER-ASSESSMENT ON GIFTED FIFTH GRADE
STUDENTS' ENGLISH WRITING SKILLS**

Suzan UYSAL YILDIRIM

Advisor: Assoc. Prof. Dr. Kağan BÜYÜKKARCI

MASTER'S THESIS
ISPARTA, 2023



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ABSTRACT

THE EFFECT OF PEER-ASSESSMENT ON GIFTED FIFTH GRADE STUDENTS' ENGLISH WRITING SKILLS

Suzan UYSAL YILDIRIM

**Master's Thesis, Süleyman Demirel University, Graduate School of Educational
Sciences, Department of Foreign Languages Education**

Advisor: Associate Prof. Dr. Kağan BÜYÜKKARCI

2023, 89 pages

Peer assessment has gained quite popularity in recent years with the rise of process approach. However, relatively few studies have examined written peer assessment training; especially no studies on gifted students have been found on the related topic. The purpose of this study is to investigate the effect of peer assessment on gifted fifth grade students' English writing skills, anxieties and perceptions.

In the study, in which mixed research design was conducted, qualitative and quantitative data were obtained with the participation of the convenient experimental group to get a better insight about the research problems. The participant group of the research consists of 30 gifted fifth grade students studying at the level of Recognition of Individual Talents-1program at Afyonkarahisar Dumlupınar Science and Art Centre (BİLSEM). They were exposed to the practice as the experimental group in the second semester of the 2021-2022 academic year. The pre-post-test quasi experimental design was used. The effects on the use of grammar and vocabulary, organisational skills and content in writing skills were examined based on a rubric by peers and the researcher. The students responded to “Second Language Writing Anxiety Inventory” (SLWAI) to determine the effect of peer assessment on writing anxiety of the students. A semi-structured interview form was used to get the opinions of the students regarding peer assessment and its effect on their English writing anxiety. Also, the researcher took field notes to reflect the class atmosphere.

The quantitative results of this study revealed that peer assessment made a statistically significant difference and contributed to the improvement of English writing skills and the reduction of writing anxiety in a foreign language. According to the qualitative findings of the study, peer assessment revealed the benefits of peer assessment on being useful, informative and enjoyable of the practice. Moreover, peer assessment helped the participants to feel more comfortable because they realised that their peers might make the same mistakes in writing in English. On the other hand, students were concerned about fair assessment and scoring stress, too. In conclusion, peer assessment has the potential to increase students' skills, confidence and awareness in English writing.

Keywords: peer assessment, gifted students, English writing skills, writing anxiety, Science and Art Centres

ÖZET

AKRAN DEĞERLENDİRMESİNİN ÖZEL YETENEKLİ BEŞİNCİ SINIF ÖĞRENCİLERİNİN İNGİLİZCE YAZMA BECERİLERİNE ETKİSİ

Suzan UYSAL YILDIRIM

Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi, Eğitim Bilimleri Enstitüsü,

Yabancı Diller Eğitimi Anabilim Dalı

Danışman: Doç. Dr. Öğr. Üyesi Kağan BÜYÜKKARCI

2023, 89 sayfa

Akran değerlendirme son yıllarda süreç yaklaşımının yükselişiyle birlikte popülerlik kazanmıştır. Bununla birlikte, yazma alanında akran değerlendirme öğretimi inceleyen nispeten az sayıda çalışma vardır; özellikle de özel yetenekli öğrencilerle yapılmış bir çalışma bulunamamıştır. Bu çalışmanın amacı, akran değerlendirmesinin özel yetenekli beşinci sınıf öğrencilerinin İngilizce yazma becerileri, kaygıları ve algıları üzerindeki etkilerini araştırmaktır.

Karma araştırma deseninin kullanıldığı çalışmada, araştırma problemlerinin daha iyi anlaşılması için kolayda örneklem deney grubunun katılımıyla nitel ve nicel veriler elde edilmiştir. Araştırmanın katılımcı grubunu Afyonkarahisar Dumlupınar Bilim ve Sanat Merkezi'nde (BİLSEM) Bireysel Yetenekleri Tanıma-1 programı düzeyinde öğrenim gören 30 özel yetenekli 5. sınıf öğrencisi oluşturmaktadır. Öğrenciler, 2021-2022 akademik yılının ikinci döneminde deney grubu olarak uygulamaya tabi tutulmuşlardır. Ön-son test zayıf deneysel desen kullanılmıştır. Katılımcıların yazma becerilerinde dilbilgisi ve sözcük kullanımı, kurgu ve içerik üzerindeki etkiler akran ve araştırmacı tarafından bir dereceli puanlama anahtarı temel alınarak incelenmiştir. Akran değerlendirmesinin kaygı düzeyleri üzerindeki etkisini belirlemek için öğrenciler "İkinci Dilde Yazma Kaygısı Envanteri"ni (SLWAI) yanıtlamışlardır. Ön-son test olarak

kullanılan, dereceli puanlama anahtarına dayanarak değerlendirilen İngilizce yazılı metinlerden ve kaygı envanterinden elde edilen veriler SPSS 25 ile analiz edilmiştir. Öğrencilerin akran değerlendirmesi ve İngilizce yazma kaygıları üzerindeki etkisine ilişkin görüşlerini almak için “Yarı yapılandırılmış Görüşme Formu” kullanılmıştır. Ayrıca, araştırmacı sınıf atmosferini yansıtmak için saha notları tutmuştur.

Bu araştırmanın nicel sonuçlarına göre, akran değerlendirmesi çalışmasının İngilizce yazma becerilerinin artmasında ve yabancı dilde yazma kaygısını azalmasında istatistiksel olarak anlamlı bir fark yarattığını ve katkıda bulunduğunu ortaya koymuştur. Çalışmanın nitel bulgularına göre, akran değerlendirmesinin yararlı, öğretici ve eğlenceli olduğu ortaya konmuştur diğer taraftan öğrenciler adil değerlendirme ve puanlama konusunda ise kaygı duymaktadır. Ayrıca, akran değerlendirmesi katılımcıların kendilerini daha rahat hissetmelerine yardımcı olmuştur, çünkü akranlarının da İngilizce yazarken aynı hataları yapabileceklerini görmüşlerdir. Sonuç olarak, akran değerlendirmesi uygulamasının öğrencilerin İngilizce yazma konusunda becerilerini, özgüvenlerini ve farkındalıklarını artırma potansiyeli vardır.

Anahtar Kelimeler: akran değerlendirmesi, özel yetenekli öğrenciler, İngilizce yazma becerileri, yazma kaygısı, Bilim ve Sanat Merkezleri

ACKNOWLEDGEMENTS

First and foremost, I want to express my deep gratitude to my thesis advisor Assoc. Prof. Dr. Kağan BÜYÜKKARCI for his support, encouragement and patience throughout my master thesis study.

I owe special thanks to my colleague Dr. Ramazan Divrik for his constructive feedback and valuable comments especially during the analysis procedure. He was always accessible whenever I needed his guidance and helped me in writing this thesis.

I would like to extend my thanks to all my students for their volunteer participation to the study.

I am grateful to my family for their continuous encouragement and support in this long and stressful process. I owe a significant debt to my younger brother Süleyman UYSAL, who always cheered me up until I completed this study. I thank my dear spouse Faruk YILDIRIM who stands by me through every good and bad time. Without their support, I could not have concentrated on completing my study. I want to thank my son Ata Uras YILDIRIM for bringing the joy of teaching and learning once again to my world with his joining into our family. I would not have had the courage to take such a journey without him.

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LIST OF ABBREVIATIONS

BİLSEM	Turkish Science and Arts Centres (Türk Bilim ve Sanat Merkezleri)
EFL	English as a Foreign Language
MoNE	Turkish Ministry of National Education
N	Sample Size
SAC	Science and Art Centre
SLWAI	Second Language Writing Anxiety Inventory
SPSS version 25	Statistical Package for the Social Sciences version 25
TCA	Thematic Content Analysis

OPERATIONAL DEFINITIONS

Assessment: “the process of gathering, interpreting, recording and using information about pupils’ responses to educational tasks” (Lambert&Lines, 2013)

BİLSEM: institutions that provide after school education to gifted and talented students

Gifted students: children who need special education and activities to develop their abilities

Peer assessment: a structural learning process for students to assess and give feedback to each other on their work

Rubric: a set of criteria for grading assignments

1. INTRODUCTION

1.1.Introduction

This study aims to find out the effect of peer assessment on fifth grade gifted students' English writing skills, anxieties and perceptions. In this respect, the statement of the problem leading to purpose and significance of the study were explained. Lastly, assumptions were defined to give an idea about the general frame of this thesis in this chapter of the thesis.

1.2. Statement of the Problem

Writing improves in the process of time so it requires effort and patience. Therefore, it can sometimes be quite boring and stressful for students in the class. Writing in English is one of the biggest challenges for students in terms of motivation and linguistic competences teachers come across. A reason for demotivation is that students' lack of writing skills competence in their native language, so writing could be scary in a second language (Arnold & Anderson, 2016). Other reason is that writing is one of the most important discoveries of man and an invaluable means of transmitting the values. That there are not actual individuals or group of people who are actively engaged and attentive to their writing in typical classes makes writing hard, too. Lastly, students need fun and diversity, and such a serious task like writing can make them feel bored and stressful (Serra, 2014).

Peer assessment has great potential and is becoming an important tool in various subject areas at higher education level (Falchikov & Goldfinch, 2000). However, it is not widely used in the education of gifted students in Turkey, it is just suggested with other assessment types. In ELT, some common approaches such as Grammar-Translation which focuses on translating written literary texts and Audio-Lingual which focuses on structure of the language have lost its popularity with the rising of new approaches such as the collaborative and inquiry-based approaches which prioritize the needs and interests of the learner in every step of the learning process opposite the formers. As a result, both teachers' and students' roles have changed in accordance with these new

learner-centred approaches. Students are expected to share the responsibilities, collaborate and communicate with the teacher and/or peers (Ahangari et al., 2013).

Assessment in English language teaching (ELT) is a crucial part of teaching and learning. It aims to collect information about the progress and the quality of the education in learning English. A shift to assessment for learning instead of assessment of learning has been promoted lately, with students playing an active role in the process of assessment. Students are assured to assess both their own and peers' oral English (Mok, 2011).

There are many types and forms of assessment in ELT. It is necessary to use several assessment methods to ensure that teaching meets the educational goals. In parallel with the field, language teachers in Türkiye are not concerned with alternative assessment enough (Büyükkarcı, 2010). Peer assessment is an alternative form of language education today in which students assess their peers' work based on some criteria. It can be particularly useful in developing writing skills. However, there is a lack of research on the literacy of peer assessment in gifted English language learners. According to the studies in the literature, they relied heavily on marks to claim for the advantages of peer assessment. This study relied not only on students' overall scores but also on their writing anxiety change and their perceptions to explore whether peer assessment can have a significant impact on students' writing performance. Although there are just a few studies related to assessment in gifted education in Turkey, there is not a specific one about peer-assessment in gifted EFL education. So, to shed light on this issue, conducting a study to see the effects of peer-assessment on gifted students has been aimed.

1.3. Purpose of the Study

This study aims to find out the effect of peer assessment training on the fifth grade gifted students' performance in their English writing. Furthermore, this study aims to reveal the impact of the training on participants' writing anxiety. It also investigates their perception of peer assessment. The study gives a significant insight about the way writing activities could be implemented more effectively in favour of both teachers and students.

The following research questions were analysed in this study.

1. Do gifted students' English writing skills improve after the peer assessment training?
2. Does peer assessment training have an impact on reducing English writing anxiety?
3. What are the perceptions of fifth grade gifted students about peer assessment training?

1.4. Significance of the Study

The number of studies conducted to gifted students' English skills in Turkey is very limited. Even, to the best of our knowledge, although there are a few experimental studies on the effects of peer assessment on achievement and attitudes towards English, there have been no studies investigating the effect of peer-assessment on gifted fifth grade students' English writing skills, anxieties or attitudes towards it. Therefore, it is not possible to compare the results of the study to similar ones in the literature. Besides, lack of variety of assessment tools used in English language teaching in gifted students' education concerning the advantages of peer assessment is the main reason leading to this research. The present study aimed to fill in the gap regarding the issue in the literature. It looks at this issue from the perspective of gifted fifth-grade students extending previous studies by uncovering gifted students' perceiving their roles in the procedure of learning. The results may support English classes curriculum in gifted education. It may also take educators' attention to create a better writing atmosphere.

1.5. Assumptions

In the experimental study process, it was assumed that students were sincere and impartial and reflected their feelings and thoughts when evaluating each other's English work.

It was also assumed that students' readiness was high throughout the study and that they were least affected by uncontrollable external factors (students coming to class hungry, unwilling, tired, etc.).

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

This chapter gives detailed information about definition, purposes and types of assessment, writing skills, peer assessment in writing, definitions, characteristics and education of gifted students both in the world and in Turkey and gifted language learners in the light of some studies done in this area.

2.1. Definition of Assessment

Assessment is an ongoing and indispensable part of language learning as it provides feedback to teachers and students about the current condition of the process. It can be practical in supplying improvements in a cycle of continuous progress (Ateş, 2019). It can be useful for a variety of purposes such as identifying the students' learning needs and the strengths and weaknesses of the current condition and planning future education. Assessment is an organic part of education and has an important role in teaching and planning. It is a tool to collect data from tests about the improvements or abilities. Assessment is a continuous process, and it is implemented to develop learners, subjects and the teaching (Huba & Freed, 2000). However, it may be confused with tests students take towards the end of mid-term or the educational year which are to determine their improvements. Nevertheless, it is more than just tests. There are several ways to assess the students' improvements in various terms (Coombe, Folse, & Hubley, 2007).

2.2. Purposes of Assessment

Assessment is used for many reasons to contribute several purposes. The main reason of assessment is to educate and develop students' learning. Besides, it develops teachers' teaching too through the data it collects (Wiggins, 1998). Assessment is a common used tool by national policy makers to get insight into conditions and national norms, to improve better policies, to make use of resources to enhance education for quality of students. Also, school administrators employ assessments to see strengths and weaknesses of teaching methods, to structure education, and to monitor students' progress in time.

The merits of assessment derive from the purposes it is meant to achieve. In an education system, assessment can be done for various purposes which are mainly placement, diagnosis and proficiency.

One main purpose of assessment is to place them in groups at the appropriate level which is quite common in EFL settings. This test indicates approximate linguistic levels and thus enables the organisation to put students at the right level of learning in the classroom and organise classes at different levels. Students attend their lessons in a class with other students at a similar level. For this reason, assessment for placement supplies the organisations with information on grouping their students (Hyland, 2003).

An additional reason for teachers to assess is to gain a deeper insight into the knowledge and problems of their students. Educators use assessments to diagnose students who are in need of support, to follow students' improvements and to provide feedback. Having a concrete picture of what students learnt and what they don't know is beneficial both for the teachers and the students. Through this, it becomes much easier for teachers to tailor their teaching to the students' needs, and students also benefit from such specialised teaching, which helps them learn and develop faster. Parents also benefit assessments to have an idea about student development and teacher qualification (Coombe et al., 2007).

In addition to some particular purposes, assessment may also be needed for a more general reason, i.e. to get a better idea of students' language skills in general. Around the world, students are also required to take some internationally recognised standardised form of assessment to find out their language proficiency such as TOEFL and IELTS. The results could be used to apply to universities or companies. Many institutions recognise and accept such test results, thus allowing students to meet their language requirements. Many organisations recognise and accept such test results to make decisions.

Assessment can be beneficial in improving the education system aside from identifying learners' needs. Teachers should determine classroom dynamics, encourage the students, notice the students' difficulties and grade the learning process. According to Airasian and Russel, assessment is made up of three main domains: The cognitive

domain involving intellectual activities; the affective domain involving feelings, and the psychomotor domain including physical actions (2012).

2.3. Types of Assessment

As teaching approaches has evolved from traditional to modern ones and adapted to the needs of the current educational systems, so has done the assessment types. Assessments are mostly divided into two categories as summative and formative today (Figure 1). The basic difference between summative and formative assessment is about the purpose and the result but the timing (Sadler, 1989).

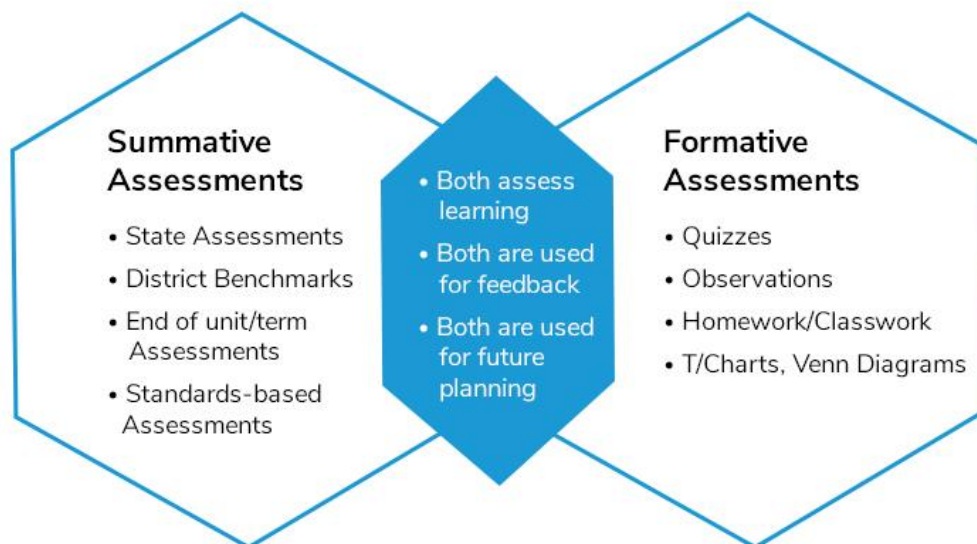


Figure 1. Formative and summative assessment (Gupta, 2021)

Summative assessment aims to depict the learning at the end of the term. It compares students' development according to some standard. End of term assessments and projects can be given as examples. They are generally high stake exams such as college entrance exam, receiving diploma which are used to determine advancement, admission, punishment and compensations. According to Brown, they show the level of improvement of the students at the end of the unit or course (2004). Students give more importance to these kinds of assessments. Teachers have evidences to prove and make decisions about the students' learning. Though, feedback students get from summative assessments could be hard to benefit as they are result based and poor in developing performance.

Formative assessment is employed when teachers intend to show both themselves and the students the learning progress. Students keep informed about their progress during the learning. Quizzes and observations can be given as examples. It is different than summative assessment as they are more concerned with monitoring the progress during the learning period rather than reporting the success (Sadler, 1989).

In view of the issues discussed previously, teacher is not the single resource from which students can receive feedback. Other than teacher peer and self-assessment could be effective resources, too. Given the nature of this study, written peer assessment is the studied in detail in this chapter. But, teacher and self-assessment are also briefly discussed to better explain the distinction between peer assessment and other sources.

2.3.1. Self-Assessment

Numerous studies point to the importance of students' involvement in their own education through self-assessment (SA). As the term implies, SA can be defined as the students taking control of their own assessments and making judgements on their own learning (Liu & Carless, 2006). According to Gardner (2000), students' self-assessment skills can be like a testing tool or a way to personally monitor their own progress. Also, McMillan and Hearn (2008) define SA as a process with two dimensions; first, students' tracking and appreciating the significance of their thoughts and behaviour and secondly, their recognizing efficient strategies for their understanding and skills.

McMillan and Hearn (2008) argue that SA is a useful skill for applying formative practice. This is because the aim of SA is to include learners in their own development actively and to encourage learners to reflect on their individual learning styles, output and essentially learning processes. Nunan (1988) makes it clear that in addition to the need for students to assess their individual progress, they should be assisted for SA through the learning materials and activities included in the curriculum. In addition to the need to assess their own progress, students should be supported for self-assessment through materials and available in the curriculum.

SA is strongly associated to metacognition or students' potential to make their own interpretations of cognition, which is stated as the most important skill in self-regulation

and self-directed learning process (Bhatti & Nimehchisalem, 2020). In their study which was conducted with Iranian university students, Ebrahimi, Izadpanah and Namaziandost (2021) reveal the impact of writing self-assessment on autonomy and metacognitive awareness of Iranian EFL learners. It increased the learners' knowledge in the writing, teaching, lexicography, spelling, grammar, and similar models and showed a significant difference in improving their writing skills.

2.3.2. Teacher Assessment

Although their superiority over each other has been studied in recent years, teacher assessment is definitely the most prevalent way of giving feedback to the students in all disciplines of education compared to self and peer assessment. Teacher assessment refers to the effort from the teacher to the students in an attempt to ensure that students are conscious of their learning. Harmer (2004) states that teachers play a variety of different roles when giving feedback and that they can switch between these roles. To be more precise, these roles can be labelled as audience, resource, evaluator and editor. However, in this type of assessment, there is a communication in one direction from teacher to passive learners.

According to the earlier studies, it was impossible to deny that teacher assessment to student writing had an important role in learning writing (Cohen & Cavalcanti, 1990; Silver & Lee, 2017). Silver & Lee (2007) have discussed that students give value the power of constructive and detailed feedback on their writing.

2.3.3. Peer Assessment

Peer learning and assessment are highly efficient in fostering students' critical thinking, communicative and collaborative skills (Nilson, 2003). According to Topping (2009), peer assessment is the organisation of evaluating and determining the level, value or quality of the product or work of other students of equal status. The products may be written work, oral presentations, portfolios or other types of proficiency behaviour. Peer assessment can be summative or formative. The direct participation in the learning process increases learners' sense of belonging and responsibility (Sivan, 2000) and their motivation. Also, the most common types of peer assessment are single-blind, double-

blind and open assessment ones. The assessor knows the author's identity but not vice versa in single blind assessments. Neither the assessor nor the author knows each other in double-blind assessment (anonymous). Lastly, both the assessor and the author know each other in open assessments (Moylan, Harold, O'Neill and Kowalczyk, 2014).

PA can be in different forms, places, and time. Many types of products can be peer-assessed, such as oral presentations, writing artefacts, portfolios, or performances. It can be conducted face-to-face or in written forms (Topping, 2009; 2018). Students can assess their peers either in pairs or groups. It can occur inside or outside the classroom.

When the literature is analysed in depth, it is clear that peer assessment has benefits in the writing process. Firstly, according to Rollinson (2005), Reading the work of other peers enables students to be more critical of their own writing, which in turn helps them to develop critical thinking skills. Finding out their peers' mistakes and making comparisons between themselves and their peers can make them approach their writing more critically. In that is to say, providing and receiving peer feedback allows students to become self-confident, self-critical and self-regulated learners (Liu and Carless)

In general, peer assessment seems to generate positive reactions from students, although some students have concerns and worries, as demonstrated by the mixed findings in various content areas (e.g. Cheng & Warren, 1997; Kwok, 2008).

2.4. Writing Skills

Writing is one of the most difficult skills both for native speakers and foreign language learners. It involves developing and utilising linguistic, cognitive and sociocultural knowledge and the ability to employ this knowledge effectively in appropriate contexts (Cumming, 2001; Ellis, 2015; di Gennaro, 2016). Language learners must organise a variety of skills concurrently, such as grammar, vocabulary, spelling, mechanics and content, in order to create a coherent writing. The writing process shows that students are actually trained how to write in the second language with coherence, appropriate grammatical structure and spelling (Freedman et al., 2014). So, among the four communication-related skills, learning to write in a second language is more demanding

than the other three skills. Sokolik (2003) defines writing in three main bases; (1) it is both a physical and intellectual process and triggers mechanisms in the mind like placing ideas into an organisation in a productive way, (2) it aims to express and influence self and the audience, (3) it is both a process and a product.

There are some problems that EFL learners encounter while writing in English. According to a study conducted by Chen (2002), EFL students self-reported their problems in a writing class. The results showed that it was hard to create ideas about what to write on the given topic. Other problems may arise from language issues such as the use of vocabulary and grammar. EFL learners may also face difficulties with organisation as it may be different from that in their native language. In another study by Ahmed (2010), these problems can be traced back to a lack of self-confidence and motivation to write, stemming from students' negative attitudes towards writing, and to wider causes, such as problems arising from an educational system that does not encourage co-operation or social interaction between students.

To conclude, writing is an important skill that might be ignored at times and at places. Various kinds of difficulties may be observed or articulated by students. The learning process in this regard can be facilitated through the help of teachers, by choosing and applying the most appropriate approach to teaching writing tailored to the needs and levels of learners.

2.5. Peer Assessment in Writing

Peer assessment is a broad term referred in different ways such as peer editing, peer review, peer response, peer critiquing and peer feedback. It is a strong alternative to teacher assessment which enables students to assess each other's work to make some decisions and provide feedback about the quality of those studies according to some criteria set before. Peer assessment is a process in which students provide feedback to other students. Peer assessment can be described as the learners' analysing and commenting on each other's work through feedback sources (Hansen & Lui, 2005). It can also be defined as a sort of agreement in which individuals' thinking over the quality or success of the works of peers (Topping, 1998). Therefore, peer assessment success is a practical way to make inferences about successful teaching for achieving

writing based on English language learners' writing potential and performance (Quynh, 2021). According to Villamil and de Guerrero (1996) peer feedback is a big opportunity for the learners to confer on their content and to collaborate to advance their writing skills through exchanging ideas and interacting. Peer assessment forces students to be honest, responsible and objective. Teachers give the challenging task, assessing their friends' writings, to the students. Peer assessment promotes students recognise how they learn and develop a metacognitive understanding of their learning.

Writing is an essential and complex cognitive skill in language learning. According to Nunan (1991), the writer is expected to integrate grammar, vocabulary, content, spelling, etc. into cohesive and coherent text. Peer assessment can be beneficial to students in the writing process in several ways; involving the students in the learning process, through making analysis and reflecting, getting frequent and instant feedback as there will be more providers other than the teacher or instructor and improving through the interaction. Peer assessment can help students improve deeper insight into their work through involving them into the process. According to Rollinson (2005), peer assessment ensure the students improve critical thinking skills as reading peers' writings makes them more critical of their own writing. To find out peers' mistakes and recognising the similarities between theirs own and their peers' writings can make students handle their writing in a more critical way. Exchanging ideas enables students to be more self-critical and self-editing students (Liu & Carless, 2006; Thomas, Martin & Pleasants, 2011; Farrah, 2012; Lee, 2017; Loan, 2017). It makes them take responsibility for assessing their peers' work and provide feedback to their peers. Students can develop productive internal feedback by themselves without any teacher input (Nicol, 2019). It increases their autonomy and improves the performance. Thus, students' critical thinking, independent learning and self-responsibility skills are aimed to develop (Falchikov & Goldfinch, 2000).

Torunoğlu et al. suggests that methods and techniques in teaching foreign languages to gifted students can be enriched to address different learning styles in Science and Art Centres (2021). However, writing activities are mostly limited to some activities such as creating a timeline, infographic, a poster, a leaflet, a brochure, etc. in Science and Art Centres (Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü, 2022b). Besides, foreign language teaching in Turkish public schools primarily focuses on developing

speaking, reading and listening ability of the learners at this level (MEB, 2018) According to Lovecky (1997), gifted students tend to care about others or show high ability to think about abstract concepts such as justice and fairness. As VanTassel-Baska suggests (2001) alternative assessment strengthens the effectiveness of language teaching to gifted students.

The related literature reveals that writing in EFL was studied with different age groups. For example, in their study Kurt & Atay aimed to find out the effects of peer feedback on the writing anxiety of 85 Turkish prospective teachers of English. Data were gathered by means of the Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004). According to the results of the interview, peer feedback group experienced less writing anxiety than the teacher feedback group at the end of the study. Doğar-Kayadelen (2018) aimed to investigate the effects of peer editing in writing lessons on young learners in regards to motivation and academic development. Her study intended to reveal to what extent the participants improve in developing their writing ability. Koca (2019), aimed to investigate peer teaching and its implications on middle-school EFL learners' writing motivation. The results showed that learners reflected benefits of peer teaching and process approach to their writing. They also mentioned that this practice improved their self-assessment skills, language awareness and capabilities to give feedback.

Berg (1999) discusses the training process before peer assessment in his study with an experimental and control group for peer assessment. Based on the results, experimental group makes better revisions compared to the control group. The positive impact of peer assessment and teacher assessment subsequently is also studied by Birjandi and Tamjid (2012) to compare different assessment types from ESL students' viewpoint. While peer assessment and teacher assessment were used together in the experimental group, only peer assessment was used in the control group. Following the study, a post test is administered to groups, and the results show that experimental group is more successful. Teacher feedback is regarded as primary authority; but according to the researchers, it is not likely to establish autonomy of the learner without peer and self-assessment.

It was observed that there are studies related to peer assessment in the literature related to speaking skills (Peng, 2010; Saito, 2008; Hajar, 2017; Prastika, 2020; Musfirah, 2019). Also, It was inferred that the studies in the literature related to English teaching to gifted students in the world are quite limited (Okan & Işpınar, 2009; Beşkardeş-Günay, 2007; Tokcan, 2022; Acar, 2022). This study has furthered previous studies given that they have not adequately researched gifted participants' writing skills improvement, writing anxieties decrease and perception regards to peer assessment in English.

2.6. Definitions and Characteristics of Gifted Students

Although the definition, intelligence scale and education programs of the gifted students show great changes across the world, there are some common characteristics of them. The gifted students show significant differences compared to their non-gifted peers in terms of their development and educational qualifications. According to the Turkish Ministry of National Education Science and Art Centres Directive (2019), a gifted child can be defined as "a child/student who is determined by experts to have a high level of performance in intelligence, creativity, art, leadership capacity or special academic fields compared to his/her peers". According to Okan and Işpınar (2009), gifted students display high performance capabilities compared to non-gifted students in different areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields. These differences are not based on just their mental capacity. The extraordinary differentiating social and emotional development may be other underlying foundation.

There are several theories identifying gifted individuals. One of the most well-known is Renzulli's Three Ring Conception which highlights that gifted students possess three interrelated characteristics: (1) *above average ability*, meaning that gifted students have exceptional intellectual ability and creativity, in a particular area; (2) *task commitment*, which refers to the dedication to a specific task; and (3) *creativity*, originality of thought, willingness to take risks and originality. According to Renzulli (2012), giftedness is not only related to high ability, but also includes the personal characteristics of task commitment and creativity. This point of view emphasizes the importance of nurturing and improving the whole child, in addition to their cognitive skills.

Another theory about giftedness proposed by Robert Sternberg is Triarchic Theory of Intelligence which defines intelligence as the relationship between three components including analytical intelligence, creative intelligence, and practical intelligence. According to this theory, gifted people can show them up depending on their prominent intelligence. Also, this theory emphasizes the importance of developing all three intellectual components as it will support gifted people realize their potential (Sternberg, 1997)

According to Gardner, there are different types of intelligence and each person has a unique combination of them. Multiple Intelligence (MI) Model is based on Howard Gardner's Frames of Mind: The Theory of Multiple Intelligence describing eight types of intelligence including: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinaesthetic, interpersonal, intrapersonal and naturalistic. Although he most probably did not mean to describe particularly the giftedness concept with MI, he shed light on it in a way (Davis, 2019). It is possible that traditional IQ tests may not identify the abilities of gifted students as their scope may be narrow compared to the gifted students' intelligence. Gardner (1995) argues that each child develops with his or her own needs. So, it is important to identify and improve these strengths

The Differential Model of Giftedness and Talent (DMGT), proposed by the researcher François Gagné in the 1980s, is another theory of giftedness and talent development. Unlike his colleagues, Gagné (2010) defines giftedness and talent as different concepts. By giftedness, F. Gagné understands spontaneous, outstanding use of natural abilities without prior training in at least one ability domain like in mental realms and the physical realms. On the other hand, talent refers to transforming the outstanding natural abilities or gifts into the systematically developed skills, knowledge and competencies in at least one of the field of human activity. According to Gagné (2015), giftedness is evolved to talent through developmental process like a structured program which leads to development in any skills of giftedness facilitated by the action of three types of catalysts intrapersonal, environmental and chance.

2.7. The Education of Gifted Students

This section focuses on the education of gifted students across the world including forms of supporting their development.

2.7.1. The education of gifted students in the world

There are educational initiatives and an increasing public awareness favourable to the education of gifted students in most of the developed and developing countries as well as in our country. Different applications of the educational processes can be seen in many countries around the world due to the different perspectives of the societies in means of unique educational, social, philosophical and political approaches to giftedness. Gifted education has gathered pace since the 1960s, especially in the United States and Canada, in European countries as well as in Southeast Asia, South Africa, and Australia (Akarsu, 2004). Below, the practices of certain countries in this area are briefly summarised:

The aftermath of the launching of Sputnik in 1957, the Russian satellite, and the other countries' search for equity and excellence as they were in need of competing around the globe, triggered great excitement about today's high interest in educating gifted children and consequently it has ignited the widespread concern and rivalry among powerful countries (Rimm, Siegel & Davis, 2018). The USA is one of those countries where the education of the gifted is most discussed, theories, models are developed and many applications are carried out at the local, state and federal levels (Akarsu, 2004). In the USA, gifted education is often provided through specialized programs within regular schools, which allows students accelerate through the first eight grades at a faster pace. These programs may include special and accelerated coursework including Maths, Science, technology & design, language arts and possibilities for research projects. (Rimm et al., 2018; Gallagher, 1994; Davasligil, 2006; Kaplan, 2013)

Improvements in the education of gifted people in the Western countries are coming from the behind less experimentally as well compared to the USA. Practices differ greatly, as do the educational philosophies and systems of the countries (Akarsu, 2004). Local research on giftedness is shared among countries. The best indication of this is

that many countries are members of organisations such as; European Council for High Ability (ECHA) and World council for gifted and talented children (WCGTC) (Persson, Joswig & Balogh, 2000).

Countries actively share research findings and experiences (Duman, 2013). Besides, in countries such as Denmark and especially Finland which is popular with its educational system all over the world, the term giftedness is not even mentioned in the school legislation however the recognition of individual differences is the fundamental. The approach to gifted students is more integrated into the education system within the regular classrooms instead of applying special schools or programmes. However, Finnish teachers may offer challenging tasks and opportunities for independent studies (Boettger & Reid, 2015).

In Asia, generally, the theoretical foundation for the development of educational programs, identification of gifted children process, content and methods of the program are based on the Euro-American perspectives and conceptions of giftedness (Wu, Cho, & Munandar, 2000). However, as Asian countries continue to rise in economy, science, innovation and technology, future studies are expected for gifted education. Asians consist of more than 50 countries in five geographical regions: Central Asia, Eastern Asia, Southern Asia, South-eastern Asia, and Western Asia corresponding to about 30 percent of the Earth's total land area with different cultural, ethnical, social and political paths so it is not possible to define a homogeneous giftedness concept at all (Chan, 2018). These countries unsurprisingly show variation within themselves in gifted identification, education and practices. China, Hong Kong, Taiwan, Singapore and South Korea highly value and prioritize gifted education. Many students attend specialized schools or programs designed specifically for high-achieving students, where they receive intensive academic training and support. These programs often require criteria such as IQ tests or achievement tests and only a small percentage of students accepted. Clustering by class, in-class differentiation, enrichment in school (pull-out) and enrichment after school are some practices employed to gifted students. While a number of policies have been established in some Asian countries, Japan continues to lag behind in having formal policy to support gifted students, as it is strongly associated with elitism. There are no "gifted" schools in Japan; however, there are a few examples of individualized, adapted education practices (Ibata-Arens, 2012).

In Russia, the process of identification, selection and education process of the gifted and talented students is a follow-up the Soviet tradition. (Grigorenko, 2000; Grigorenko & Clinkenbeard, 1994; Lukin, & Grigorenko, 2009). The process starts with the identification of the students through several knowledge or performance based competitions. Completing the identification process, the students are placed into specialized schools which serve as their primary school or attend after school programme (Grigorenko, 2017). Gifted and talented students are educated in two types of schools; one in general academics such as mathematics, physics, chemistry and biology and the other in music, philosophy, foreign language, and literature (Akarsu, 2004).

As a conclusion, the education of the gifted differs widely all around the world. Different countries and cultures employ different approaches. However, they are indeed valuable resources for the prosperity of the world so especially in some countries they are given significant importance and priority.

2.7.2. The education of gifted students in Turkey

The oldest and most important institution related to the education of gifted children in Türkiye is the Enderun School founded by Sultan Murat in the middle of the 15th century in the Ottoman period. It served as an institution training the future staff that would be employed in the execution of the administration (Akarsu, 2014). Students who were selected from non-Muslims were educated according to their abilities and the high-level administrators and soldiers needed by the state were trained and served for more than four hundred years (Ataman, 1998).

Enderun trained qualified people in the military and administrative fields as well as distinguished people in the fields of science and art, and also included courses such as music, physical education and hand crafts in its programme (Dereli, 2023). Besides, first Turkish, then Arabic, and Persian languages were taught to students until the end of the 18th century in palaces and madrasahs. English and other languages began to be learned from the end of the 18th century as indicators of westernization. (Bartu, 2003; Küçüköğlu, 2013; Oktay, 2015; Peaci & Tosuncuoğlu, 2018; Solak & Bayar, 2015).

After the proclamation of the Republic, the Law No. 1416 on “Students to be Sent to Foreign Countries”, published in 1929, was enacted as the first attempt to provide international specialised education for gifted students through examinations every year (Levent, 2011).

One of the improvements in favour of gifted and talented students during İnönü period is the law “Wonderful Child” numbered 5245 and dated 1948 stipulating “the Dispatch of İdil Biret and Suna Kan to Foreign Countries for Musical Instruction”. In 1956, a law went in effect about “Cultivation of Children Displaying Outstanding Ability in Fine Arts by the State” (Yurtseven, 2018). Thanks to this law, talented students graduated from primary schools were provided with special education in music at seven state conservatories, and from 1948 to 1978, only about twenty-two famous artists, including İdil BİRET, Suna KAN, Bedri BAYKAM, Fazıl SAY were trained (Ataman, 1998: Çetinkaya & Döner, 2012). Emre Can YAVUZ, at the age of seven, benefited from this law in 1998 as he showed superior talent on the piano; however, although it has been in force, this law has not been implemented since then (Birdişli & Özdemir, 2009).

The 1960s can be assumed as a milestone in the education of the gifted students in Türkiye. The first classrooms were specifically designed for gifted students in the 1964-1965 academic year. Enriched programs were initiated to provide opportunities to intellectually gifted students. However, this implementation was ended in 1971 (Davaslıgil, 1991).

The 1990s can be regarded as a period when the importance of special education started to rise distinctively. The First Special Education Council held by the Turkish Ministry of National Education in 1991, could be an indication of this importance. A commission for the education of both gifted children and children with other special needs was established in the council. The first Science and Art Centre (SAC) run by the Turkish Ministry of National Education was established in 1995 as an official support education centre for gifted students. They are special education centres founded to offer extra education to these special students studying at primary, secondary and high school in the field of general mental ability, music and art (Sak, Ayas, Bal-Sezerel, Öpengin, Özdemir & Demirel-Gürbüz, 2015). Later, the first organized teacher-training program and the Education of The Gifted Education Undergraduate Project in 2002 was founded

at Istanbul University's Hasan Ali Yücel Faculty of Education (HAYEF), In addition, UYEP, was established as a program in 2007 by Anadolu University, Department of Education of the Gifted, with the support of Anadolu University and TUBITAK. It was transformed into an application and research centre in 2014. (Çitil, 2018).

So, in the current Turkish national educational curriculum, public schools do not offer anything special for gifted students because it has been developed and adapted in accordance with the needs and learning capacity of normal students (Bakioğlu & Levent, 2013). By 2022, the number of SACs grew to 273 throughout Türkiye, providing education to gifted and talented students. The curriculum in SACs is designed to be more advanced and challenging than what is typically offered in regular schools. All activities carried out in SACs are based on project production and development work. The centres offer courses in subjects such as science, mathematics, history, foreign languages, and the arts, as well as various extracurricular activities as an after school programme. Teaching activities are carried out with gifted and talented students by training them at the highest level to develop their capacity, to ensure utilization at the highest level, to make them be aware of their individual abilities, capacities and individual skills. In addition, they receive support from individualized education programs (IEP) that are designed according to their needs (MEB, 2019).

In accordance with the standards for the identification of gifted and talented students set by the Turkish Ministry of National Education General Directorate of Special Education and Counselling Services, students are nominated, screened and selected in primary school level through a two-stage process that includes both standardized tests and teacher recommendations. The standardized tests measure students' cognitive abilities, creativity, and academic achievement. The teacher recommendations are based on observations of students' behaviour, interests, and talents. It is aimed to give education to gifted and talented students in SACs as an after-school program without detaching them from their school environment. The classes and activities are implemented in accordance with school hours. So, they continue their education both with their non-gifted friends at schools and gifted friends in SACs. They realise their potentials and receive trainings to improve them. They have to complete four different programs during their education in SACs; Support Training, Individual Skills Awareness, Development of Special Skills and Project Programs respectively. Different from other

schools' categorizing classes according to their age, gifted students attend classes in these fields. (Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü, 2022a)

2.8. Gifted English Language Learners

Gifted students show differences from their non-gifted peers in terms of needs and characteristics (Bruning & Horn, 2000). They show unusual academic abilities. As there is no one theory or definition of gifted and talented, so is the same for gifted English language learners. According to Davis (2019), the most distinctive feature of gifted children is that they are better in language skills compared to their peers. However, it is also possible that some gifted students do not have the ability to excel in foreign languages. The gifted students who perform unusual abilities in Maths, music or art may not be so good at learning a foreign language. On the contrary, some gifted students who show average skills on general mental ability may be linguistically talented.

Any way at all, the students identified as gifted and those talented in languages will need extra learning experiences far more than simple vocabulary learning (Franklin & Friedl, 1973). When considered from this point of, language teaching programs should be differentiated and individualized to improve giftedness.

Foreign language education is offered to gifted students during the support period in order to construct a corporate culture and to popularize the foreign language. After completing Support Program, these students are directed to Individual Skills Awareness, Development of Special Skills and Project Programs respectively according to their skills. There are various activities and they are not supposed to be studied respectively in the English program implemented in SACs. In other words, there is not a compulsory connection between the activities. According to the interests or trend of the time, the related topics can be studied. (Pereira & de Oliveira).

One of the important points in teaching English as a foreign language to gifted students is that; it is necessary to provide learning environments that support creative and critical ideas, include challenging and complex tasks, open to individual work, and suitable for students' interests and learning styles (Watters & Diezmann; 2003). However, English

language learners are still underrepresented in gifted programmes and teachers have difficulty in ensuring that students with adequate educational experiences.



3. METHODOLOGY

3.1. Introduction

This chapter will give information on the participants, data collection tools, data collection methods and data analysis.

3.2. Research Design

A mixed research method combining both qualitative and quantitative methods was used to benefit the strengths of both methods to get a more comprehensive opinion of the research questions in the study. According to Pole (2007), “There are advantages and disadvantages of each singular methodology, but in combination, educational researchers are able to build stronger studies, which lead to better inferences, by using mixed methods research designs” (p. 4).

The study was designed in the quantitative part as a quasi-experimental, the one group, pre-test and post-test design study which specifies that an observation (called a pre-test) is assessed before a training is introduced to one or more individuals, the training is subsequently introduced and finally a second observation (called post-test) is obtained. “The treatment between the pre-test and post-test observations is used to estimate the size of the effect of the treatment.”(West, Biesanz & Pitts., 2000, p. 48). Single-blind peer assessment method in which the identities of authors were visible and the reviewers are unknown was applied to reduce the impact of personal bias and ensure the quality and reliability of the assessment process. In the qualitative part, the semi-structured interviews, participants’ comments on peers’ writings and researcher’s field notes were employed to reveal and interpret individual perceptions or perspectives.

Throughout the data collection and analysis process, that the researcher paid close attention, can be seen as advantageous as the researcher knows the inner side of the research problems and does not overlook any points such reasons, impacts, actions and reactions. However, the same attention can be seen as disadvantageous for the objectivity and reliability of the study. If the researcher is the same person applying the study to the participants, it is often inevitable that they are criticised for being subjective

in relation to their own research (Burns, 2000). Nevertheless, providing inter-rater agreement in the assessment process can be another way to ensure objectivity and reliability in these cases. In statistics, this is called 'inter-rating agreement' or 'inter-rating correlation' (Cohen, 1960). In this study, scores were analysed by the researcher and two experienced English teachers after each writing assignment were assessed by the peers and mean scores were taken. So, having interrater ensured objectivity and prevented researcher bias in the results. Besides, the inter-raters took notes of the oral interview and compared the participants' perceptions of peer assessment in the oral feedback with the interviews with participants randomly selected by the researcher. This was useful to confirm the qualitative data (Trochim, 2000).

In short, using various data sources to find answers of the research questions makes the data in that study more reliable, more qualified and more comprehensive. This is a kind of triangulation: triangulation of sources, which means obtaining similar results from all the research data collected at different times and through different sources (Kimchi, Polivka & Stevenson, 1991; Bush, 2012). In this study, validity and reliability of the data were provided by using methodological triangulation to refine the study through identifying inconsistencies by using mix method; both qualitative and quantitative data. While analysis of students' writings was determined as quantitative data, peers' comments on writings, semi-structured interviews of participants and teacher field notes were analysed as qualitative data.

3.3. Participants

The participant group of the research consists of gifted fifth grade students in level of Recognition of Individual Talents-1 program as the experimental group. Ages of the participants were between 10 and 11. The research was carried out with a total of 30 students. For the semi-structured interviews that were held at the end of the training, 14 out of 30 students volunteered to participate.

They were identified as gifted students in accordance with the standards for the identification of gifted and talented students set by the Turkish Ministry of National Education and attending Dumlupınar BILSEM having four English lessons in a week. The demographic information is presented in Tables 1.

Table 1. Distribution of the participants' gender

Gender	Frequency (F)	Percent (%)
Female	13	43.33
Male	17	56.66
Total	30	100

It is observed that of the 30 participants, 13 (43.33%) were female, and 17 (56.66%) were male participants. So, the numbers of participant boys and girls in the experimental group was very close in this study.

Distribution of the participants' school types are shown in Table 2.

Table 2. Distribution of the participants' school types

School types	Frequency (F)	Percent (%)
Public	22	73.33
Private	8	26.66
Total	30	100

It is observed that 22 (73.33%) of the participants attended public schools and 8 of them (26.66%) attended private schools. The private schools provide around 14-16 hours of English classes in a week; however the participants who attend public schools have three hours of English classes in a week.

The participants' English background and level varies depending on their school types as private schools prioritize foreign languages teaching, however; the participants are similar to each other in regards to their mental capacity as they are gifted students who were accepted to the science and art centre, based on their mental capacity. At this point, the group can be assumed having homogeneity in this aspect.

The study began with 42 participants however it ended up with 30 of them. The causes of this decrease could be Covid-19 pandemic outbreak, parents moving to another city because of their businesses and students' drop-outs.

3.4. Setting

The study was conducted in Dumlupınar Science and Art Centre located in Afyonkarahisar province in Turkey with 30 students in total in five classrooms in this Centre in the second semester of the 2021-2022 academic year. There were around five students in each class. It is an educational institution affiliated to the General Directorate for Special Education and Guidance Services of the Turkish MoNE that supports the special educational needs of gifted and talented students in primary and secondary schools. The participants had individualized education program and a special curriculum which focused on teaching them English through unique activities. According to this curriculum, they had 4 hours of English class focusing mainly on developing their communicative abilities. During the study, English lesson activities were studied at the first 3 lessons as planned in the curriculum; the 4th lesson was used for writing, assessing the peers' writings and discussions.

3.5. Data Collection Tools

In this study, in which qualitative and quantitative research methods used together: (a) scores of pre and post-written tasks, (b) The Second Language Writing Anxiety Inventory (SLWAI), (c) semi-structured interview questions and (d) researcher's field notes were used as data collection instruments. Two lecturers who are experts in English language education were asked to evaluate the statements they found appropriate and partially appropriate and expressed their opinions were included in the study for the rubric to assess the written tasks and semi-structured interviews applied.

3.5.1. Scores of pre and post written tasks

The first data collection tool was the scores of papers that the students wrote in English on the given subject which were determined as documents and these documents were assessed by the students with the rubric and peer assessment method provided by the researcher (Appendix A). These documents were writing assignments consisting of tasks parallel to the lesson objectives and the themes studied.

A new rubric was created by the researcher for this master's thesis study by examining the rubrics developed by Savaş (2013) and Demirel (2009) in the literature. The rubrics in the studies examined were prepared for university students, and since the participants in the study to be conducted were fifth grade school students, the expressions in these rubrics were simplified. Participants were instructed to read the writings under consideration of five strengths and make a comment under the scoring. This scoring rubric, in which the researcher scored the English paragraphs of the participants with two other raters, was also the rubric with which the students assessed each other's English paragraphs. The numbers as indicators of participants' and the researcher's opinions were calculated for the means and standard deviations. The score interval is from 5 to 25. That means, a students can give minimum 5 or maximum 25 points to their peers' writings. The results of the first and the last week were analysed with paired samples t-test. Rubric scoring was supported with the results gathered from the comments following the scoring the writings. These comments were gathered with a question "Do you have any general comments about the writing?" (see Appendix A) and evaluated separately in the qualitative part of this study.

The validity of the assessments was explored by consultation with two English language teachers who had teaching experience at this level for 10 years. Also, these two teachers acted as inter-raters while interpreting and grouping the comments.

Normality test results of pre and post-writing tasks scores are presented in table 3.

Table 3. Normality test of pre and post-writing tasks scores

Writing Tasks	Skewness	Kurtosis
Pre	.23	.043
Post	-.07	-.66
Difference	-.17	-1.07

In the analysis of normality test of tasks scores, the Skewness value of the pre-test was .23, the Kurtosis value was .04, the Skewness value of the post-test was -.07, and the Kurtosis value was -.66, the Skewness value of the difference was -.17, and the Kurtosis value was -1.07. According to Tabachnick, Fidell and Ullman (2013), Skewness and Kurtosis values are assumed to be normally distributed in the range of +1.5 to -1.5.

Since the Skewness and Kurtosis values in the research are in this range, it provides the normal distribution. As $p < .05$ the study created a significant difference.

3.5.2. SLWAI

The second data collection tool was “The Second Language Writing Anxiety Inventory” (SLWAI) consisting of 22 items developed by Cheng (2004) (Appendix C). It was conducted in the beginning and end of the study to collect data about the difference of participants’ level of anxiety in writing English paragraphs. Students indicated their opinions on a Five-point Likert response scale ranging from 1 (strongly disagree) to 5 (strongly agree). Seven of the items (1, 4, 7, 17, 18, 21 and 22) are negatively worded so they require reverse scoring before being summed up to give the total scores. The scale was translated into participants’ main language, Turkish, by the researcher and the translations were controlled by two English language teachers. SLWAI results were analysed through paired samples t-test. Participants were handed out the scale both English and Turkish on printed papers to make them comfortable to comprehend the aspects (Appendix D).

Cronbach’s coefficient was calculated to determine the internal consistency of the whole items of SLWAI, showing a reliability estimate of .91 for the first and .90 for the administration of the scale. According to the two administrations of the original version of SLWAI, the internal consistency of the 22-item SL, Cronbach’s coefficient α , was calculated .91.

Normality test of pre and post-SLWAI scores are presented in table 4.

Table 4. Normality test of pre and post-SLWAI scores

	Skewness	Kurtosis
Pre-writing	.88	.56
Post-writing	.61	-.24
Difference	-.78	.71

In the analysis of normality test of SLWAI scores, the Skewness value of the pre-test was .88, the Kurtosis value was .56, the Skewness value of the post-test was .61, and the

Kurtosis value was -.24, the Skewness value of the difference was -.78, and the Kurtosis value was .71. According to Tabachnick et al. (2013), Skewness and Kurtosis values are assumed to be normally distributed in the range of +1.5 to -1.5. Since the Skewness and Kurtosis values in the research are in this range, it provides the normal distribution.

3.5.3. Semi-structured interview questions

The third data collection tool was the semi structured interview questions (Appendix E) developed by the researcher to be used at the end of this study by examining the interview questions developed by Demirel (2009), Demir (2019) and Kızıl (2019) in the literature. The interview questions in the studies examined were prepared for university students, and since the participants in this study were fifth grade school students, the expressions in the interview questions were simplified.

The aim of the interview was to elicit in-depth information about their writing experiences, perceptions of peer assessment activities, the procedure and whether they found them useful, fair and practical. Besides, some interview questions aimed at finding out if students thought they improved in writing in English. Also, the interview included questions about strong and weak parts of the application. According to Kvale, the interviewer should create a favourable setting in which interviewees feel safe and can express themselves in an open manner. So, all interviews were conducted in Turkish to make them feel comfortable, recorded and transcribed for further detailed analysis (Appendix F).

3.5.4. Field Notes

Taking field notes is an essential part of the research process as it supports the analysis and interpretation of the data to get deep insights about the application and participants' behaviours, attitudes and reactions. The researcher took some notes for several reasons such as; collecting reliable and accurate data, supporting analysis, keeping data in a structured way, identifying issues and challenges and referring to notes in case of need. Besides, this type of classroom observation supports the researcher to have a chance to get a sense of classroom atmosphere and make use of it as a supportive evidence for the

study (Galvan & Pyrczak, 2016). So, the researcher took both descriptive and reflective notes. While taking notes, the researcher took into account the following questions:

- Do peer assessments contribute to the participants' English writing skills?
- Do students' perceptions of peer assessment in writing in English change during the study?
- Do peer assessments decrease foreign language writing anxiety?
- Do peer assessments increase active participation in the process?
- Do participants feel more self-confident when they have the assessment criteria the teachers use to grade their writings?

3.6. Data Collection Procedure

Data collection of the study was conducted in the second semester of the 2021-2022 academic year. The necessary approvals from the institutional ethics board of Süleyman Demirel University (Appendix G) and the Turkish MoNE General Directorate of Special Education and Counselling Service (Appendix H) were received by the researcher before gathering the data. Also, permission to use the anxiety scale (Appendix I) was obtained from the developer. Before the training, parents of the participants signed a consent form on behalf of their children for their participating voluntarily in the present study in accordance with the legal regulations of the Turkish Ministry of Education as they were under 18.

Continuous and constructive feedback was essential to provide an informative and respectful atmosphere. So, training, peer and teacher assessment and discussion of effective peer assessment were applied respectively each week in the process. As gifted students have a better understanding of difficult concepts and give meaningful feedback, they can make valuable contributions to peer assessment. According to Goleman (1998), people who have high empathy value others. But, it is vital to make certain that the whole process is realised fairly and an equal opportunity is provided to every participant. In accordance with this viewpoint, some measures were taken into consideration and the process was clarified before and during the application.

The training and the data collection period lasted for about 12 weeks. The researcher came together with the participants every week regularly. The researcher announced the writing topics to the students one week before the activities to make them get ready for the study. Writing tasks were originally activities requiring students prepare a mind map, an infographic, a timeline or create a poster in the objectives of the 2021-2022 academic year curriculum plans of gifted students suggested by General Directorate for Special Education and Guidance Services of the Turkish Ministry of National Education. The researcher adapted these kinds of activities into writing texts assignments which focus on grammar and vocabulary, organisational skills and content in writing skills. The participants were given 10 writing tasks in total, their first written tasks were determined as pre-tests and the 10th in other words the last ones were determined the post-tests. All students wrote a text of minimum 100 words in English on the same topic together in the class. 150 words were expected in the first trial but then the number was decreased to 100 words as it was seen quite hard to achieve for them in the first trial.

Participants used the rubric immediately after writing their tasks. It was in English on one side of the paper and Turkish on the other side to make them feel comfortable to comprehend the aspects (see Appendix B). The rubric was translated into participants' main language, Turkish, by the researcher and the translations were controlled by two English language teachers. However, the participants did not need to use the Turkish part in time and they asked for only the rubric in English. They were always handed out rubrics before writing the assigned tasks to make them aware of the points which were expected from them. The participants were required to include various grammar, vocabulary, and necessary organizational elements all clearly defined in the rubric. They had 30 minutes to complete their writings in the lesson, and they could use their printed or online dictionary. After completing their writings, papers were shuffled and handed out. The participants used single-blind peer assessment method in which the assessors were unknown but the identities of authors were visible. The papers were assessed by their peers firstly and subsequently their teacher according to the rubric in regards to 5 different criteria ranging from 1 to 5 and summed up the total score from 5 to 25.

In the first week, peer assessment in writing process, expectations including their ability in writing English and participation in the assessment process for every participant were set in advance. The assessment criteria named rubric was presented and discussed with the students to provide them a clear and common understanding. Collaboration was encouraged to make them share their knowledge and learn from each other. Also, participants took pre-SLWAI. In sum, this week was mostly used for acquainting the process.

Subaşı (2002) utilised articles on peer feedback to form the participants of his study and Can (2019) prepared a reading text about the advantages of peer feedback to prepare the participants. Although this was inspiring, the participants of this study were fifth grade students, so it would be hard for them to comprehend the articles or reading texts about peer assessment. So, an ice-breaker game named error-hunting was prepared by the researcher and played with the participants to be able to create a productive and comfortable atmosphere. This game was adapted from a reading text in their activity book. The researcher deliberately changed some grammatical and vocabulary points. The participants practiced finding the errors on the text and editing them as a whole class. (see Appendix M). Students were given one more sample paragraph to revise it individually and later they shared their ideas with their classmates and teacher. They discussed how to create an outline and write a draft of a short text.

In the second week, participants wrote their first tasks and assessed their peers' writings individually based on the rubric provided by the teacher. The task was about introducing their strengths and weaknesses. Immediately after their assessment, the researcher assessed the writings, too and compared her own and the peers' assessments. The scores by the researcher were determined as pre-test to compare their English writing skills improvement in the end of the training.

From the third week to the eleventh weeks, participants wrote their tasks and assessed their peers' writings individually based on the rubric provided by the teacher (Appendix N). Following the peer assessment, the researcher made her assessments and the lesson was closed after the discussion of the day's training. The last in other words the tenth writings scores were determined as post-test.

Finally, pre- SLWAI was conducted. Besides, participants were asked to take part in a semi-structured interview at the end of the study to obtain more data about their perceptions towards the training. Although all the participants of the study were invited to the semi-structured interviews, which were planned to be conducted in six separate sessions of five students each, 14 of them participated in three different sessions. The interviews were conducted in a semi-structured manner and extra questions were asked based on the progress of the interview. They voluntarily shared their views about the effects of peer-assessment to their attitudes towards English language learning and development of writing skills. Before administrating it, the researcher conducted a piloting of the interview with four students. The interviews were conducted face to face with fourteen students who agreed to be interviewed and recorded with a voice recorder and then transcribed. The transcribed interview records were later revised and spelling mistakes were corrected. The edited interview texts were subjected to thematic content analysis as Creswell (2007) suggests and the codes assigned to the text were identified and listed by grouping similar or synonymous codes and they were reanalysed and the number of them was reduced to eighteen repetitive codes. As the comments were interpreted similar by the author and the inter-raters, the codes used for the comments and the grouping of all the comments were agreed.

The researcher monitored the process to implement a fair, involving and productive assessment process. In the end of training each time, researcher also made assessments as a post-editing session and gave students feedback. Also, the researcher kept field notes to reflect the class atmosphere during the whole process. The notes were about time, setting, writing task's name as a piece of descriptive information and also about emotional reactions, thoughts and observations during the whole writing and peer assessment tasks as a piece of reflective information. The researcher observed the participants to see favourable and even adverse effects of peer assessment method on academic success, self-confidence, motivation and attitude towards writing in English.

The summary of the data collection procedure and students' writing tasks are presented at table 5.

Table 5. The training process and the tasks for the participants

Weeks	Tasks
1	• Introducing peer assessment in writing process, discussion about the methodology • Ice-breaker game • Showing students some example assessments and working on a sample as a whole class. • Learning how to create an outline and write a draft of a short text • Conducting pre- SLWAI
2	• Task 1. Tell me about yourself! What are your strengths and weaknesses? • Students write their first tasks (pre-written test) and assess their peers' writings individually based on the rubric provided by the teacher. • Getting teacher's assessment and editing
3	• Task 2. Write a simple text about your daily routine. • Students write their second tasks and assess the writings • Getting teacher's assessment and editing
4	• Task 3. Who is the most influential person in history? • Students write their third tasks and assess the writings • Getting teacher's assessment and editing
5	• Task 4. How do I use my leisure time? • Students write their fourth tasks and assess the writings • Getting teacher's assessment and editing
6	• Task 5. The importance of the protection of endangered animals • students write fifth tasks and assess the writings • Getting teacher's assessment and editing
7	• Task 6. How can we save our Earth? • Students write fifth tasks and assess the writings • Getting teacher's assessment and editing

Table 5. (continued)

Weeks	Tasks
8	• Task 7. The pros and cons of Genetically Modified Organism • Students write their seventh tasks and assess the writings • Getting teacher's assessment and editing
9	• Task 8. Write about your bucket list. • Students write their eighth tasks and assess the writings • Getting teacher's assessment and editing
10	• Task 9. How to create a healthy life? • Students write their ninth tasks and assess the writings • Getting teacher's assessment and editing
11	• Task 10. Write a short story about a legendary creature. • Students write their tenth tasks (post-written test) and assess the writings • Getting teacher's assessment and editing
12	• Conducting post- SLWAI and semi structured interviews

3.7. Data Analysis

In this study, mixed method design was employed to collect the quantitative and qualitative data in order to minimise potential problems that may arise when a single research method is used. Creswell (2014) argues that the qualitative and quantitative data can be combined into one large database or the results can be utilised synchronously to reinforce each other. In compliance with this concept, the statistical data was complemented by interpretations from the interviews conducted for this study. Therefore, the data in this study were analysed quantitatively and qualitatively separately.

3.7.1. Quantitative data

The study was designed as a quasi-experimental research to establish a cause and effect relation. It involved a comparison of one group before and after an intervention took place in which there is no control group (Baker, 2017). The quantitative data collected

from written tasks which were scored by the researcher and two experienced English teachers and the pre-post scale was processed with SPSS version 25 statistical package program for windows. The researcher took Quantitative Research Methods and Data Analysis in Education lesson in MA lesson term. Moreover, the results were confirmed by an asst. prof. Dr. Firstly, normality tests were conducted related to participants' pre and post English writings scores and pre-post SLWAI. Frequency analyses and Paired Samples T-test were conducted to get results for the independent variables and to determine the mean difference between before and after and difference measurement of the experimental group.

3.7.2. Qualitative data

The qualitative data was collected with the semi-structured interview carried out with the volunteer participants (n=14) who were also participated in the quantitative data collection part. Interviews were conducted with three groups at different times. Also, the comments by the peers for the writing tasks required in the end of the rubric following the assessment were the other qualitative data. Also, the researcher took field notes during the students' writing and respectively their peer assessment without any recording. In the end, the notes were analysed on the basis emotional reactions, thoughts and observations.

Data obtained from the interviews and comments was analysed using thematic content analysis (TCA). Thematic content analysis is the repetition of patterns among data sets and addresses precisely one particular research question (Braun & Clarke, 2006). It involves the identification and systematic analysis of themes or patterns in textual data. The researcher has chosen this method for a variety of reasons, including its flexibility, its appropriateness for studying a range of complex topics, and its ability to offer deep and refined insights. Two independent raters experienced in content analysis conducted individual content analyses of the transcriptions of the researcher to ensure inter-rater reliability. Then, the researcher's findings were cross-checked with the findings of the two raters. Once agreement was made between the researcher and the raters, the data were subjected to content analysis. After multiple readings of the transcripts, content analysis technique was used for the collected data. The process of qualitative data analysis in this study followed the following steps: organisation of the data, pre-reading

of the data set, creation of themes and their clear coding, description and interpretation of the data. The codes were determined, listed and presented theoretically under the appropriate theme with regards to participants' similar expressions in their statements that were identified during the reading of the transcribed data. Direct excerpts from the participants' interviews were also presented to reinforce the identified themes. Therefore, each interview form was coded "P" for the participant students instead of the participants' real names to ensure the anonymity of the interviewees.



4. FINDINGS

4.1. Introduction

This chapter details the results concerning the development of English writing skills, anxiety reduction and perception of gifted fifth grade students after a 10-week training session. In accordance with the principle of data triangulation, both quantitative and qualitative methods were used to obtain a broader interpretation of the phenomenon. The results of the analyses were presented and analysed. Qualitative data related to the interviews with participants, their comments on their peers' writings and researcher's field notes are also presented. The organisation of this chapter is based on the research questions.

4.2. Quantitative Data Analysis

4.2.1. Research Question 1

Do gifted students' English writing skills improve after the peer assessment training?

Initially, pre and post-written tasks scores assessed based on the rubric and pre and post-The Second Language Writing Anxiety Inventory results were analysed by means of SPSS with regard to the quantitative data.

In the analysis of normality test of pre-writing scores, values are assumed to be normally distributed in the range of +1.5 to -1.5. So, a paired sample t-test analysis from parametric tests was applied to compare the mean scores of pre-test and post-writing tasks of scored by the researcher is shown in Table 6. Also, each week's scores of tasks assessed by peers and the teacher are presented in Appendix J.

Table 6. Paired samples t-test analysis of pre and post-writing tasks scored by the researcher

Writing Tasks	N	X	Sd.	Std. Error	df	t	r	p
				Mean				
Pre	30	10.80	2.56	.46	29	-19.99	.59**	.000*
Post	30	20.30	3.04	.55				

*, $p < .05$.

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

According to the t-test results, the mean score of the pre-test of the participants was 10.80 out of 25 and the mean score of the post-test of the participants was revealed to be 20.30 out of 25. There was statistically significant difference found between pre and post-tests as $t(29) = 19.99$, $p < .05$, $d = 3.66$. According to the Cohen's d statistic obtained, it indicates that the applied study has a high level of effect size. Thus, it can be stated that peer assessment practices have a positive impact on improving students' English writing skills.

Besides, comparison of mean scores of teacher and peer assessments per task across ten writing tasks are shown in Figure 2. Also comparisons between the peer assessments and teacher assessments of each week's mean scores are presented in Appendix K.

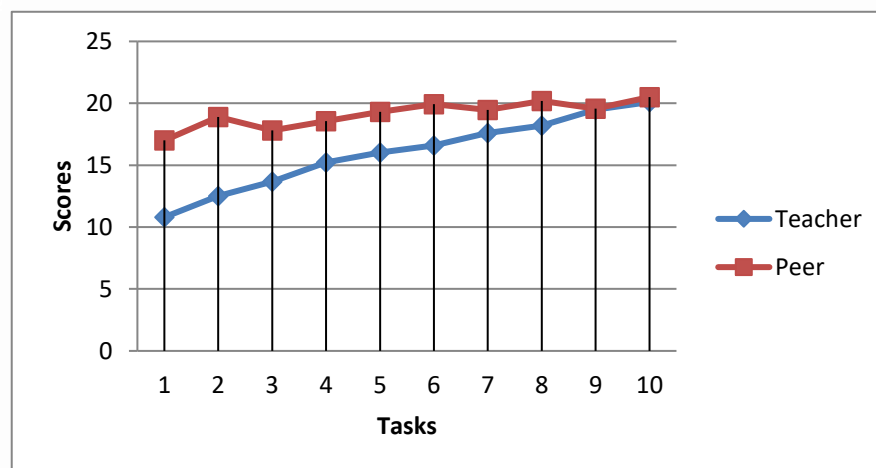


Figure 2. Comparison of mean scores of teacher and peer assessments per task across ten writing tasks

Also, mean scores of pre-test of the participants was 14.66 and the mean score of the post-test of the participants was revealed to be 20.5 out of 25 according to the assessments of the peers. The mean scores of the participants both by the researcher and the peers per writing task increased dramatically in the process of peer assessment as the practice was provided them each week. However, it is noteworthy that the peers' scoring was consistently higher than that of the researcher.

4.2.2. Research question 2

Does peer assessment training have an impact on reducing English writing anxiety?

In the analysis of normality test of pre-SLWAI scores, values are assumed to be normally distributed in the range of +1.5 to -1.5. So, a paired samples t-test analysis from parametric tests was applied to compare the mean scores of pre-test and post-test SLWAI shown in Table 7. Also, paired samples t-test analysis result of each statement's pre and post-SLWAI scores is presented in Appendix L.

Table 7. Paired samples t-test analysis of pre and post-SLWAI scores

SLWAI	N	X	Sd	Std. Error Mean	df	t	r	p
Pre	30	2.84	.71	.13	29	-2.99	.33	.006*
Post	30	2.40	.65	.11				

*p< .05.

A paired samples t-test analysis from parametric tests was applied to compare the mean scores of pre and post-SLWAI scores. According to the t-test results, the mean score of the pre-test of the participants was 2.84 and the mean score of the post-test of the participants was revealed to be 2.40. There was statistically significant difference found between pre and post-test as $t(29) = 2.99$, $p < .05$, $d = .54$. According to the Cohen's d statistic obtained, it indicates that the applied study has a medium level of effect size. Thus, it can be stated that peer assessment practices have a positive impact on reducing English writing anxiety.

Table 8. The percentages of participants' writing anxiety changes about peer assessment

SLWAI	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Pre	22.72%	20.75%	23.33%	17.12%	16.06%
Post	36.66%	24.24%	20.30%	9.69%	9.09%

The results show that the number of 'strongly disagree' and "disagree" were marked more, the number of 'undecided' showed a slight decrease, the number of 'agree' and "strongly disagree" were marked less in the post questionnaire.

4.3. Qualitative Data Analysis

4.3.1. Research question 3

What are the perceptions of fifth grade gifted students about peer assessment training?

For the third research question, semi-structured interviews were implemented and the participants were asked to respond to an open-ended question in the rubric during the training in their each assessment with the purpose of getting deeper interpretation of the gifted students' perceptions about the advantages and challenges they encounter during the training. Each participant's responses were examined separately and content analysis was employed to find out participants' perceptions. More specifically, the meaningful words, phrases and sentences in the data set were identified, labelled and coded during the analysis of the interviews. A total of 14 participants from 30 returned for the analysis. Two colleagues of the researcher with years of experience in teaching and was invited to interpret the comments to ensure reliability for qualitative interpretations.

4.3.1.1. Semi-structured interview

The codes assigned to the sections were grouped according to their relationships with each other as a) Assessment Behaviour and Fairness, b) Motivation and c) Teaching are grouped under four main themes. The assigned main themes and codes are shown in

Table 9. They emphasized “fairness in assessment” and “useful” points of peer assessment application more than other themes.

Table 9. Main themes and frequency of codes assigned to students’ semi-structured interview

Main Themes	Codes	Frequencies
Assessment Behaviour and Fairness	fairness in assessment	11
	responsibility	8
	assessment challenges	5
	peer vs teacher	5
	friendship relations	5
Motivation	score stress	7
	enjoyment	7
	comparison against peers	6
	self-confidence	6
	feel shy	4
Teaching	boring	4
	useful	12
	informative	8
	rubric use	8
	word order	6
	clear criteria	6
	learn through mistakes	5

According to the themes obtained from the interview transcripts show that participants benefited from the tasks that they carried out in the process. According to the results, some of the outstanding statements driven from the interviews were discussed below:

Assessment behaviour and fairness

Ten out of fourteen participants stated that they felt obliged to be more attentive while assessing their friends’ papers and it sometimes made scoring stressful. At this point, the relation between knowledge and assessing becomes prominent (Mehrens, Popham & Ryan, 1998). Students who are less competent in the skill may be insufficient in

assessing their peers. On the other hand, the value of responsibility becomes prominent. Furthermore, four students suggested that peer assessment activity could be double-blind because, they could feel more comfortable to give peer assessment if they do not know the author. Three of them stated that the idea of getting a low score from peers was intolerable as it would be harder to get over than a low score by teacher. On the contrary, a more relaxing atmosphere between peers than between teacher and student was uttered by eight of them. One unexpected result related to friendship relation was also stated. According to him, some of the students behaved as if peer assessment were error hunting instead of helping each other. In this regard, the related statements about these themes are as follows:

P. "While assessing my friends' writing, I *felt the value of responsibility* because I had to be fair. So, I did my best to avoid making any assessment mistakes."

P. "It was mostly hard for me to assess a friend's writing that is more elaborated than mine. I think it was because of our linguistic difference."

P. "I think that some of my friends didn't read my compositions, or even if they did, they couldn't understand them or they didn't make an effort to do so. That's why they took 2, 3 or even 4 points off for the simple punctuation mistakes. So, *I was worried about the fairness of the assessor.*"

P. "*Writings are discussed more effectively in peer assessment process.* It is not only about mistakes and scores."

P. "I think *discussing with my friends is useful* because we can see the problems and talk about them deeply. Besides, I feel more relaxed with my friends than with my teacher."

Motivation

The participants expressed their views about the technique as it was also enjoyable, beneficial in improving English writing skills and motivating because students found assessing their friends' writings interesting. It also contributed to enhance self-confidence. However, some of the participants found scoring stressful, some also found it boring and felt shy as they inevitably compared themselves against their friends. In this regard, the related statements about these themes are as follows:

P. "*It is enjoyable to find mistakes of my friends.*"

P. "I didn't know how to write in the beginning. I didn't think it would be good. Then I felt comfortable *and improved in the subject*. I think this study *improved my self-confidence*."

P. "Sometimes *peer assessment is very boring*. I am not interested in my friends' writings."

P. "*I was shy* that they would find my mistakes and make fun of me and I would get a low score."

P. "While assessing my friends' writing, I feel stressful. I should be very careful."

Teaching

Some of the participants stated that peer assessment was useful and informative in improving their English writing ability as they benefited from others' mistakes. On the other hand, they even mentioned that peers understood their writing better than the teacher. The self-awareness role of reading peers' writing is in line with the conclusion of Cho and Cho's (2011) reached that the assessors' writing was improved by responding to peers' writing. Especially the word order difference between their own language, Turkish and English was challenging while making long sentences in the beginning of the implication, however, they mostly overcame it in time. Having a clear criteria and rubric use guided them. Some of the statements categorized under the theme of useful and informative are as follows:

P. "I think it is really *useful to revise the grammar and vocabulary*. It is also beneficial to learn from my friends' mistakes because they sometimes reflect mine."

P. "I think we *learned how to make sentences* by adding our own interpretations instead of making classical sentences like we learned at school."

P. "I think *I've improved*."

P. "At first, I didn't know how to write paragraphs in English let alone assessing the writings. I didn't think it would be good. Then I felt comfortable and *improved gradually when I was used to use rubric* because it offered clear criteria. I think this activity *contributed to me*."

P. "Although I had difficulties reading unfamiliar words and constructing some sentences, *I learned them this way*."

P. “While assessing my friends’ writings, I see my own mistakes on his/her paper and I think I have *become aware that some common mistakes are based on different word order of English and Turkish.*”

P. I think I am much *better at making English sentences* in the correct structure order. I *feel much more confident.*

P.” I *understand better how my teachers assess my writings.*”

4.3.1.2. Participants’ comments on peer’s writings

The participants were required to write comments for the writing tasks they assessed in the end of the rubric. According to the results of the comments, 115 comments were analysed in 300 writings in total. The results were presented in three categories in Table 10.

Table 10. Types of comments received by authors

Categories	Codes	Frequencies
Positive criticism	excellent, perfect, good, well-done, wonderful, I like it, meaningful, great, good job, creative ideas	60
Negative criticism	short text	18
	structure	9
	handwriting	8
	could be better, not so bad, not perfect	6
	mistakes	4
	vocabulary	3
	repetitive words	2
	irrelevant to the topic	1
Suggestions	practice more	4

Some statements of the participants in positive criticism category;

P. “If you develop yourself in means of vocabulary and structure, *it will be excellent.*”

P. “It is very nice. *You used creative ideas.* I think it is very good.”

Some statements of the participants in negative criticism category;

P. “*You could have used more words and explain your ideas more clearly.*”

P. “*There are repetitive words even in the same sentences.*”

Some statements of the participants in suggestions category;

P. “*You can make it better. You can write it longer.*”

P. “*You could have explained better using more words.*”

4.3.1.3. Analysis of Field Notes

The researcher kept field notes during the whole peer assessment process about the three topics:

Translation

Participants were informed about the topic one week earlier and they were required to bring a dictionary or a tablet or a smart phone to make them research for the words they would use in their paragraphs. According to the researcher’s observation they tended to use sentence translations in some popular search engines. However, the translations were not always grammatically correct, even meaningful but the participants were quite sure that the meaning was correct and there was not a risk. Also, the participants did not need to make their own sentences in the beginning of the training as they relied on the translation. This unhesitating approach was interfered by the researcher in some ways;

- Some specific examples that were translated inaccurately and the original texts were shown to the participants to make them compare the two versions.
- Languages, especially those belonging to different families are complex and often have different cultural aspects, idiomatic expressions and special contextual meanings that cannot be fully understood by automatic translation tools. The researcher therefore emphasised the importance of considering the context in which a word or expression is used.
- The researcher demonstrated the potential inaccuracies of automated translation tools by translating an expression from one language to another and then back to

the original language. So, they identified that meaning can often be mistranslated or completely lost.

- The researcher explained that language is closely related to culture and understanding cultural differences is essential for accurate translation. They discussed situations where a seemingly innocent expression could be offensive or misunderstood in another culture and language.

Overall, the aim was to support the participants to understand that automated translation tools can be useful in some circumstances, but they should be utilised with care and should not be used as a substitute for language learning or the use of professional translation services.

Motivation

According to the field notes taken by the researcher, the participants showed more interest for English writing after peer assessment application. Their curiosity to learn and use new vocabulary highly improved. The participants looked forward to peer assessing as they were quite excited to assess each other's writings after they were acquainted with the application. Besides, they were eager to find out other participants' mistakes and correct them even though it sometimes created a fear of making mistakes for the other peers. Taking the place of teacher even for a while in means of taking responsibility, made them feel more self-confident and happier. Their English writing skills showed obvious improvement because they showed great effort to find others' mistakes and not to do the same mistakes in their own writing.

Fear of Making Mistakes

Based on the field notes kept by the researcher about how the participants reacted to making mistakes and being assessed by their peers, they did not want to accept their peers' ideas easily and immediately in the beginning of the application. However, as they got acquainted with using the scoring criteria in the rubric and teacher support they were more open-minded in time. They did not react to the scores immediately as they did in the beginnings. Additionally, to be conscious of what they already know or have

recently learnt in the process made them feel more confident and courageous to go on writing.



5. DISCUSSION

5.1. Introduction

This chapter is devoted to a comparative discussion of the findings of the study in regard to the research questions. Each research question is discussed with the qualitative and quantitative data based on the findings of this study in the light of existing literature in this area.

5.2. Discussion of the Findings for the Research Question 1

Research question 1 was to find out if gifted students' English writing skills improved after the peer assessment training. Regarding the first question, the data obtained from the written tasks' assessed by the researcher obviously revealed that collaborative learning through peer assessment worked on students' linguistic competence. The results of this study were consistent with the results of Dochy and McDowell, 1997; Izanlu and Feyli, 2015; Taymaz 2021 suggesting that peer assessment can be an effective tool for learning. In the literature of peer assessment training there are other studies examining and proving the effectiveness of peer assessment in consequence of training such as Kurt and Atay, 2007; Sluijsmans, et al., 2002. These studies are similar to this study, with regard to research design and results; a quasi-experimental design with the participation of student teachers was employed.

The training had the expected significant impacts on the development of the participants' English writing skills. According to Figure 2, a general and consistent increase with respect to scores of students' writing tasks assessed by the researcher is observed. The students developed continuously on the writing scores. Also, scores given by peers can be seen in this figure, too. The participants seem over grading in the beginning and catch the researcher's scores through the end. The scores given by the researcher and the peers increased mostly vertical from the beginning and overlapped through the end. The peers Figure 2 results verified some studies in the literature that peers tend to giving more points (Dochy, Segers & Sluijsmans, 1999). However, there was a weak relationship between peer and teacher assessment scores and they did not significantly increase together having regard to the average scores of the written tasks

which were analysed both by the peers and the researcher. It could arise from the differences of students' opinions and more importantly their English knowledge. It is in line with the statement of Freeman (1995) that students must be exposed to sufficient practice in peer-assessment to eliminate possible contradiction related to subjectivity. That they mostly scored higher probably to encourage each other indicates that longer training practices might be more useful. Moreover, the participants' over-marking could be on account of friendship relation. Although the participants used single-blind peer assessment method to ensure the quality and reliability of the assessment process in which the assessors were unknown but the identities of authors were visible, that the participants might have felt obliged or tended to give higher scores is similar to Cheng and Warren's study (1997).

The students were seen to show courage using long, complex sentences and broke the habit of using repetitive words in time. They were able to use peer assessment to their advantage through the training and helped their peers improve their writings. Although the significant increase in their overall scores is quite remarkable, it may be misleading to ascribe this improvement directly to the peer assessment training. Despite these positive impacts, students cannot be seen as expert assessors after a training of 12-week. There may be other factors out of researcher's control that affect scores of students' writings such as writing continuously during the training, having parents who support their English learning or having extra English courses.

5.3. Discussion of the Findings for the Research Question 2

Research question 2 aimed to reveal if peer assessment training had an impact on reducing English writing anxiety. Regarding the second research question, a positive effect of the peer assessment training on reducing students' writing anxiety was found. According to the comparison of anxiety scale regarding writing in English employed as pre and post-tests, the overall decrease in their writing anxiety was statistically significant, regardless of their level of competence, that even though most of the students had no peer assessment experience prior to the study. Thus, it can be stated that peer assessment practices have a positive impact on reducing English writing anxiety as the study created a significant difference. If the teachers and the students may employ peer assessment properly, they will benefit the teaching process more. This study is in

line with the conclusion reached by Kurt and Atay, 2007; Chen, 2021; Doğar-Kayadelen, 2018; Sabanur-Koca, 2019 confirming the decrease of writing anxiety and increasing motivation among students.

According to Vygotsky (1978), working within a child's ZPD, that is the social interaction with the more capable adults or peers, students participate in supportive activities that develop sense of confidence and positive feelings. So, peer assessment is crucial regarding collaboration and cooperation between students with different levels of writing skills on the grounds of scaffolding theory which is also revealed in this study.

5.4. Discussion of the Findings for the Research Question 3

Research question 3 sought to explore the perceptions of fifth grade gifted students about peer assessment training. In order to shed light on the final research question, semi-structured interviews were conducted, participants' responses were systematised and content analysis was used to make sense of the resulting data set. Based on the participants' statements in the interviews, seventeen codes grouped under three themes were found by transcribing and categorising them as evidence of impact of the peer assessment practice. Findings of the content analysis revealed some recurring themes as advantages of peer assessment indicated by the participants; useful, informative, self-confidence, awareness of responsibility and enjoyable and some challenges such as score stress, friendship relations and fairness in assessment.

The students mentioned that they found peer feedback process useful to develop linguistic competence in terms of being able to use clear criteria through rubric as it ensured assessment transparent and helped them understand peers' thoughts about their writings. The participants found the technique enjoyably and informative for them to arise awareness of their own capabilities and learn from their peers' mistakes while assessing their writings (Min, 2005). Participants also expressed their opinions that aside from improving their English writing skills, students need to increase the awareness of responsibility for their peers' learning as much as theirs, too and also, this kind of collaboration can be ignored in classes. According to Haines (2004) peer assessment offers students opportunities to gain feedback about work from others

besides teachers or instructors. Based on the interview, three students stated that this assessment would be beneficial also to improve their speaking skills as it can make all the difference. In this regard, it can be expressed that the results of this study are consistent with Imagine's (2014) study which showed positive support for the use of peer assessments in writing, especially regarding students' metacognition. The results concerning the perception of the participants to write are also concurrent with those Johnson (2001) obtained in his study. He noted that peer grading, writing for a real audience, and the feeling of actually being read by peers are more motivating for students to participate in writing classes.

However, they strongly stated about 'fairness in assessment' both as an author and an assessor while giving feedback, 'friendship relations' and 'score stress'. In their first giving and getting feedback, they were so naïve. (Lee, 2017). On the other hand, some students had anxieties about their peers' fairness as they valued the scores, so they still preferred teacher assessment because the teacher assessment was considered more reliable. According to Cheng and Warren (1997), most of the students felt that they were not qualified enough to assess their peers' writing. Nevertheless, through using single-blind peer assessment method in which the identities of authors were visible and the reviewers are unknown was applied to reduce the impact of personal bias and ensure the quality and reliability of the assessment process, personal relation was prevented to influence the results of the assessment. The other issue that faced by student in writing in English is the syntactic difference between English and Turkish. The researcher found that students' mother tongue influenced students' writing skills. This finding is supported by the study of Erarslan and Hol (2014) that the learners used Turkish structures interchangeably with English structures, producing inappropriate English responses, indicating an interference of Turkish on English. However, the linguists such as Kellerman regards the errors of beginner level learners as developmental errors and argue that the learners' making transfer errors is a sign of their developing awareness in the language (Kellerman, 1983)

During the training, the participants get used to assess their peers' writing based on the rubric provided by the researcher, gave positive feedback to their peers, mostly encouraging statements, and sometimes negative criticism. When the participants' comments following the assessment were analysed, it seems that they mostly preferred

to skip this part during the whole training. Even so, they mostly preferred writing encouraging comments on the writings such as 'excellent', 'very good', 'well-done', etc. However, some statements such as 'short text', 'structure errors' and 'bad handwriting' and a few 'practice more' were also seen. Although the researcher explained about the expectations in this comment part, they were quite reluctant to give constructive comments and clear suggestions.

Moreover, participants' expressions of the positive impact of peer review on their perceptions of English writing coincide with the researcher's field notes on motivation and fear of making mistakes. The effect of peer assessment on motivating students to keep writing was also investigated by Shaw (2002) and the outcomes revealed that peer assessment promotes the development of writing skills by motivating students and overcoming the fear of making mistakes in order to continue writing. Lastly, an unexpected contribution was the participants' use of translation tools in the beginning noticed by the researcher also reflected in her field notes. According to Nurkamto and Drajati (2018), translation tool applications bring both positive and negative impact for EFL learners. In their study, participants uttered some positive effects such as fast used, rich vocabulary and word choice, practical, etc. However, negative impacts follow its positive impacts, for instance, mismatch of words and context, stimulating laziness and addictive behaviour. So, the participants left this behaviour in time and even if they made mistakes while writing they relied on their own knowledge

All in all, collaborative learning decreases the occurrence of undesirable situations and increases the learning and satisfaction of studying on a high performance team (Felder & Brent, 2007). Considering the results of the study as a whole, it can be seen that peer assessment practice affects how students perceive and experience peer feedback activities in a positive way.

6. CONCLUSION

6.1. Conclusion of the Study

The present study aimed to investigate the effect of peer assessment training on gifted fifth grade students' English writing skills, anxiety level and perceptions towards the training. The study was conducted with 30 gifted fifth grade students studying at the level of Recognition of Individual Talents-1 program at Afyonkarahisar Dumlupınar Science and Art Centre (BİLSEM) in a period of 12 weeks in the second semester of the 2021-2022 academic year.

The findings of the study show that participants made a significant improvement in their English writing skills after the peer assessment training. It indicates that peer assessment in English writing might be useful to develop students' writing skills as the impact of peer assessment training on the participants is clearly visible. These results show that written training in peer assessment is a good alternative to involve students in the assessment process with the support of the students' favourable reactions and serve as a way to diversify the assessment culture in Turkey. It can be deduced that the results seem to be in agreement with the findings of Doğar- Kayadelen (2018) obtained in her study. She asserted that peer assessment has a positive effect on 3rd and 4th grade students' writing skills, self-confidence and sense of responsibility by promoting co-operation and collaboration between students with different levels of writing skills. Likewise, the findings of the study showed that the increase in writing skills and motivation was in line with the findings of other studies that aimed to investigate the effectiveness of peer editing (e.g. Subaşı, 2002; Can, 2009; Rouhi & Azizian, 2012; Boon, 2013; Buhrke, Henkels, Klene & Pfister, 2002).

Besides, there was a meaningful difference in participants' anxiety in writing in English. Students perceived peer assessment positively because they thought that it reduced their anxiety while writing and made them feel more confident in their writing lessons. On the basis of the findings, this study has deduced that peer assessment training and the behaviour of giving and taking peer assessment is more efficient than only taking teacher assessment in decreasing English language learners' anxiety levels in writing in English. Taking all these into consideration, another conclusion of

the study is that a well-structured training programme with relevant tasks, time and support can reduce English language learners' anxiety in English (Kaynak, 2017; Kurt & Atay, 2007; Sengun, 2002; Susoy & Tanyer, 2013; Zhang, 2011)

Findings obtained from qualitative research design shows that participants utilised various benefits that peer assessment training had provided them. They stated that the training was useful, informative and enjoyable. They also maintained that it increased the sense of responsibility and enabled learning through mistakes, increased student self-confidence. However, participants stated that negative aspects such as score stress that hindered the implementation of peer assessment. 'Fairness in assessment' and 'friendship relations' were repetitively uttered major impediments. The interaction and co-operation among the students helped them learn from the other and made the atmosphere of learning less anxious and tense. In conclusion, peer feedback can be utilised to reduce students' anxiety levels in writing courses. These results support the previous research conducted by Yastıbaşı & Yastıbaşı (2015). Kaynak (2017),

The results of the study show that peer assessment instruction can be incorporated into English writing lessons (Min, 2005; Liou & Peng, 2009). The results confirming the improvement in students' writing after receiving peer assessment show the importance of collaborative learning theory. Thus, the idea behind this study is whether peer assessment training helps gifted fifth grade students in regards to English writing skills and anxiety. In addition to them, participants' perception towards the training is also studied. Thus, the findings can be a useful support for administrators, programme developers and teachers in the process of developing and applying English lessons for gifted learners in Turkey. Based upon these ideas, the results may encourage and support writing through peer assessment in English classes' curriculum in gifted education.

6.2. Limitations

Sample is the number of participants involved into a research study. It has an essential effect on the reliability of the research results. The researcher targeted to reach a sample size which is enough to give reliable results. However, Science and Art Centres in Türkiye are rare and unique as they offer only gifted and talented students the

opportunity to learn according to their interests under the umbrella of the Turkish Ministry of Education. There are currently 279 centres and 67.375 students attending these centres according to the latest statistics in 2022. This represents a small size of students regarding the whole students' population in Türkiye. Therefore, this study is not essentially representative of all the students' population. The sample size of the research consists of gifted fifth grade students in level of Recognition of Individual Talents-1 program as the experimental group studying at Afyonkarahisar Dumlupınar Science. Ages of the participants were between 10 and 11. This represents a small size of students regarding the students' population in Türkiye. Therefore, this study is not essentially representative of the whole students' population and generalization is quite limited.

Also, eight of the participants attended private schools which prioritize foreign languages teaching as a key component and 22 of them attended public schools which offered limited number of English lessons.

The other limitation in the study is that it is limited to a period of 12 weeks in the second semester of the 2021-2022 academic year. Conducting a study over a longer period of time and different writing types may provide accurate and more comprehensive information about peer assessment process.

The study is limited to an anxiety scale, writing tasks assessed with a rubric both used in the pre-test and post-test and a semi-structured interview conducted in the end of the study and field notes taken by the researcher.

Also, the study is limited to an anxiety scale, writing tasks assessed with a rubric both used in the pre-test and post-test and a semi-structured interview conducted in the end of the study and field notes taken by the researcher. However, using a lot of criteria does not always indicate that the participants apply them correctly. So, the analyses can be checked by experts and furthered by using other data collecting tools.

The current study did not analyse the scores and the reliability of inter-rater consistency among peer assessors. It focused the scores of the researcher and the peers. But, inter-

rater consistency of peer assessors needs to be dealt with in future studies so that the advantages and disadvantages of peer-assessment can be appreciated better.

Lastly, correlation analyses between the participants' writing anxiety level and the scores achieved by writing could be analyzed to see the relation between writing skills and writing anxiety.

6.3. Suggestions for Further Studies

As a result of this study, there may have some suggestions for future. We can conclude that peer assessment is useful for the teaching and learning process. This method can be used in lessons on other skills even with a combination of peer and teacher assessment to make the assessment more reliable. At this point, it is crucial to employ peer assessment in different skills to generalise the training as peer assessment is a skill that can be used after the tasks in this study (James, 2000).

Longitudinal studies are needed to examine the role of peer assessment in facilitating writing development. A more rigorous in-depth analysis of the data could be conducted to investigate the impact of peer assessment on students' writing over a period of a year or more.

So, different studies can be conducted with students from different age and proficiency levels. As most studies practice peer assessment with university students with different levels of language proficiency, this process can be implemented with younger students and/or with low levels of language proficiency. The involvement of peer assessment in EFL classes at an early age may develop students' writing skills. It will let the students reflect on their English writing.

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APPENDICES

Appendix A. English Writing Skill Peer-Assessment Rubric

Look at the criteria below and read your friend's writing carefully. Assess the writings using the criteria below and write some comments. Do not write your name on the paper. Write your friend's name on the paper.

Criteria		Poor (1 point)	Fair (2 points)	Neutral (3 points)	Very Good (4 points)	Excellent (5 points)
Originality	creativity to present the ideas					
Content	An appropriate title, a clear thesis statement, body, conclusion and insightful examples					
Organisation	Well-arrangement of ideas & well-connected and meaningful sentences, integrity					
Vocabulary	Effective, topic related word choice and usage					
Grammar & Mechanics	Correct use of language structures & spelling and punctuation					
Total: Student: Date:						
Do you have any general comments about the writing?						

Appendix B. Dereceli Puanlama Anahtarı

Aşağıdaki kriterlere bakın ve arkadaşınızın yazısını dikkatle okuyun. Daha sonra bu kriterlere göre arkadaşınızın yazısını değerlendirip, yorumlarınızı ekleyin. Lütfen kendi adınızı değil, değerlendirme yaptığınız arkadaşınızın adını yazın.

Kriterler		Zayıf (1 puan)	Geliştirilmeli (2 puan)	Orta (3 puan)	İyi (4 puan)	Mükemmel (5 puan)
Özgünlük	Fikirlerini ortaya koymada yaratıcılık					
İçerik	Uygun bir başlık, net bir ana fikir, giriş, gelişme, destekleyici fikirler, sonuç ve aydınlatıcı örnekler					
Kurgu	Fikirlerin iyi düzenlenmesi, anlamlı ve bağlantılı cümleler, bütünlük					
Kelime	Konu ile ilgili etkili kelime seçimi ve kullanımı					
Dilbilgisi, İmla ve Noktalama	Dil yapılarının doğru kullanımı & yazım ve noktalama					
Toplam puan:						
Arkadaşınızın yazısı ile ilgili eklemek istediğiniz bir yorum var mı?						

Appendix C. The Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) - Original Version

Dear Students

This scale is designed to measure your anxiety about writing in a foreign language. Please mark each statement according to the frequency that suits you as strongly disagree: (1), disagree: (2), undecided/no idea: (3), agree: (4) and strongly agree: (5). The information will be used for research purposes only. I kindly ask you to answer the questions carefully and sincerely. Thank you for your participation.

Suzan UYSAL YILDIRIM, Dumlupınar BİLSEM / English Teacher

Name and Surname:	(1)	(2)	(3)	(4)	(5)
1. While writing in English, I am not nervous at all.	☐	☐	☐	☐	☐
2. I feel my heart pounding when I write English compositions under time constraint	☐	☐	☐	☐	☐
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	☐	☐	☐	☐	☐
4. I often choose to write down my thoughts in English.	☐	☐	☐	☐	☐
5. I usually do my best to avoid writing English compositions.	☐	☐	☐	☐	☐
6. My mind often goes blank when I start to work on an English composition.	☐	☐	☐	☐	☐
7. I don't worry that my English compositions are a lot worse than others.	☐	☐	☐	☐	☐
8. I tremble or perspire when I write English compositions under time pressure.	☐	☐	☐	☐	☐
9. If my English composition is to be evaluated, I would worry about getting a very poor grade.	☐	☐	☐	☐	☐
10. I do my best to avoid situations in which I have to write in English.	☐	☐	☐	☐	☐
11. My thoughts become jumbled when I write English compositions under time constraint.	☐	☐	☐	☐	☐
12. Unless I have no choice, I would not use English to write compositions.	☐	☐	☐	☐	☐
13. I often feel fear when I write English compositions under time.	☐	☐	☐	☐	☐
14. I am afraid that the other students would laugh at my English composition if they read it	☐	☐	☐	☐	☐
15. I freeze up when unexpectedly asked to write English compositions.	☐	☐	☐	☐	☐
16. I would do my best to excuse myself if asked to write English compositions.	☐	☐	☐	☐	☐
17. I don't worry at all about what other people would think of my English compositions.	☐	☐	☐	☐	☐
18. I usually seek every possible chance to write English compositions outside of class.	☐	☐	☐	☐	☐
19. I usually feel my whole body rigid and tense when write English compositions.	☐	☐	☐	☐	☐
20. I am afraid of my English composition being chosen as a sample for discussion in class.	☐	☐	☐	☐	☐
21. I am not afraid at all that my English compositions would be rated as very poor.	☐	☐	☐	☐	☐
22. Whenever possible, I would use English to write compositions	☐	☐	☐	☐	☐

Appendix D. İkinci Dilde Yazma Kaygısı Envanteri (SLWAI) (2004, Cheng)

Sevgili Öğrenciler;

Bu ölçek, yabancı dilde yazma kaygınızı ölçmek amacıyla hazırlanmıştır. Her bir ifadeyi size uyan sıklık derecesine göre kesinlikle katılmıyorum: (1), katılmıyorum:(2), kararsızım/fikrim yok:(3), katılıyorum:(4) ve kesinlikle katılıyorum:(5) şeklinde işaretleyiniz. Bilgiler sadece araştırma amaçlı kullanılacaktır. Sorulara dikkatli ve samimi cevaplar vermenizi rica ediyorum. Katılımınız için teşekkür ederim.

Suzan UYSAL YILDIRIM, Dumlupınar BİLSEM / İngilizce Öğretmeni

Adınız Soyadınız:.....	(1)	(2)	(3)	(4)	(5)
1. İngilizce yazı yazarken hiç kaygılanmam.	☐	☐	☐	☐	☐
2. Kısıtlı zamanda İngilizce kompozisyon yazarken kalbimin hızlı çarptığını hissedirim.	☐	☐	☐	☐	☐
3. İngilizce kompozisyon yazarken, yazımın değerlendirileceğini bilirsem endişelenirim ve tedirgin olurum.	☐	☐	☐	☐	☐
4. Düşüncelerimi İngilizce yazmayı sık sık tercih ederim.	☐	☐	☐	☐	☐
5. İngilizce kompozisyon yazmamak için genellikle elimden geleni yaparım.	☐	☐	☐	☐	☐
6. İngilizce bir kompozisyon üzerinde çalışmaya başladığımda, genellikle zihnim bomboşmuş gibi hissedirim.	☐	☐	☐	☐	☐
7. İngilizce kompozisyonlarımın arkadaşlarımlıkinden çok daha kötü olmasından endişelenmem.	☐	☐	☐	☐	☐
8. Zaman kısıtlaması altında İngilizce kompozisyon yazarken titriyorum ya da terliyorum.	☐	☐	☐	☐	☐
9. Eğer İngilizce kompozisyonum değerlendirilecekse, çok düşük bir not almaktan endişelenirim.	☐	☐	☐	☐	☐
10. İngilizce yazmam gereken durumlardan kaçınmak için elimden geleni yaparım.	☐	☐	☐	☐	☐
11. Zaman kısıtlaması altında İngilizce kompozisyon yazdığımda düşüncelerim karmakarışık oluyor.	☐	☐	☐	☐	☐
12. Başka seçeneğim yoksa kompozisyon yazmak için İngilizce kullanmam.	☐	☐	☐	☐	☐
13. Zaman kısıtlaması altında İngilizce yazı yazarken genellikle endişelenirim.	☐	☐	☐	☐	☐
14. Diğer öğrencilerin okuyup İngilizce kompozisyonumla alay etmelerinden korkarım.	☐	☐	☐	☐	☐
15. Beklenmedik bir zamanda İngilizce kompozisyon yazmam istendiğinde donup kalıyorum.	☐	☐	☐	☐	☐
16. İngilizce kompozisyon yazmam istendiğinde, kendimi mazur göstermek için elimden geleni yaparım.	☐	☐	☐	☐	☐
17. Başkalarının İngilizce kompozisyonlarım hakkında ne düşüneceği konusunda hiç endişelenmem.	☐	☐	☐	☐	☐
18. Sınıf dışında İngilizce kompozisyonlar yazmak için mümkün olan her fırsatı kullanırım.	☐	☐	☐	☐	☐
19. İngilizce kompozisyon yazarken genellikle tüm vücudumun kaskatı ve gergin olduğunu hissediyorum.	☐	☐	☐	☐	☐
20. İngilizce kompozisyonumun sınıfta tartışma için örnek olarak seçilmesinden korkarım.	☐	☐	☐	☐	☐
21. İngilizce kompozisyonlarımın çok başarısız olarak değerlendirilmesinden hiç korkmam.	☐	☐	☐	☐	☐
22. Kompozisyon yazmak için mümkün olduğunca İngilizce kullanırım.	☐	☐	☐	☐	☐

Appendix E. Semi-Structured Interview Questions

1. How did you feel while assessing your friends?
2. How did you feel while your friends were assessing you?
3. What did you like most about assessing your friends?
4. What did you like least about assessing your friends?
5. What did you like most about being assessed by your friends?
6. What did you like least about being assessed by your friends?
7. What did you learn from being an assessor?
8. What did you learn from being assessed?



Appendix F. Görüşme Soruları

1. Arkadaşlarınızı değerlendirirken neler hissettiniz, örnek vererek açıklayınız?
2. Arkadaşlarınız sizi değerlendirirken nasıl hissettiniz?
3. Arkadaşlarınızı değerlendirirken en keyif aldığınız bölüm hangisiydi?
4. Arkadaşlarınızı değerlendirirken en zorlandığınız bölüm hangisiydi?
5. Arkadaşlarınız tarafından değerlendirilirken en keyif aldığınız bölüm hangisiydi?
6. Arkadaşlarınız tarafından değerlendirilirken en zorlandığınız bölüm hangisiydi?
7. Arkadaşlarınızı değerlendirirken neler öğrendiniz?
8. Arkadaşlarınız sizi değerlendirirken neler öğrendiniz?



Appendix G. Ethics Committee Approval



T.C.
SÜLEYMAN DEMİREL ÜNİVERSİTESİ
Üniversite Etik Kurulu

Sayı :E-87432956-050.99-140794
Konu :Bilimsel Çalışma Onayı.

Tarih: 18.10.2021

Suzan UYSAL YILDIRIM

Yürütücülüğünü yaptığınız "Akran Değerlendirmesinin Özel Yetenekli Ortaokul Öğrencilerinin İngilizce Yazma Becerilerine Etkisi " başlıklı bilimsel çalışmanız Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'nun 14.10.2021 tarihli ve 112/15 sayılı kararı ile uygun bulunmuştur.

Kararın bir sureti gönderilmiş olup, ilgi başvuruza cevaben bilgilerinizi rica ederim.

Prof. Dr. Mehmet SALTAN
Rektör a.
Rektör Yardımcısı

Bu evrak 5070 sayılı Elektronik İmza Kanununun 5. maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

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Belge Takip Adresi: <https://ebys.sdu.edu.tr/EvrakDogrula.html?47F1E74>

Bilgi İçin: Zühal Sema BARDAK

Şef
Tel No: 2118052



Appendix H. Research Permission to Collect Data



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Özel Eğitim Ve Rehberlik Hizmetleri Genel Müdürlüğü

Sayı : E-27250534-605.01-42155122
Konu : Araştırma Uygulama İzni
(Suzan UYSAL YILDIRIM)

27.01.2022

SÜLEYMAN DEMİREL ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) 28.10.2021 tarihli ve E-10650965-044-150199 sayılı yazınız.
b) Millî Eğitim Bakanlığı'nın 21/01/2020 tarihli ve 2020/2 Nolu Araştırma Uygulama İzinleri Genelgesi

Süleyman Demirel Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Programı öğrencisi Suzan UYSAL YILDIRIM'ın "Akran Değerlendirmesinin Özel Yetenekli Ortaokul Öğrencilerinin İngilizce Yazma Becerilerine Etkisi" konulu araştırmasına veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin yazı ve ekleri incelenmiş olup, Genel Müdürlüğümüzce ilgi (b) Genelge kapsamında herhangi bir sakınca olmadığı değerlendirilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Kemal Varın NUMANOĞLU
Bakan a.
Genel Müdür

Bu belge güvenli elektronik imza ile imzalanmıştır.

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Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden a9d8-be80-36dd-aaed-7ae0 kodu ile teyit edilebilir.

Appendix J. Scores of Tasks Assessed by Peers and the Teacher

	TASK 1		TASK 2		TASK 3		TASK 4		TASK 5		TASK 6		TASK 7		TASK 8		TASK 9		TASK 10	
Students	Peer	Teacher	Peer	Teacher	Peer	Teacher	Peer	Teacher	Peer	Teacher	Peer	Teacher	Peer	Teacher	Peer	Teacher	Peer	Teacher	Peer	Teacher
1	5	11	21	12	19	15	21	15	22	17	19	20	23	19	24	20	5	21	21	22
2	22	10	19	12	15	16	22	17	17	17	15	17	23	19	21	20	22	20	19	21
3	13	11	22	14	22	13	20	11	21	16	20	15	15	17	21	17	21	20	21	20
4	17	10	15	11	14	11	20	15	18	10	21	12	23	12	22	12	16	10	20	14
5	18	10	23	13	19	15	23	18	20	20	20	16	21	15	5	14	15	20	15	20
6	23	15	18	16	18	18	19	16	19	20	22	20	22	22	25	22	20	22	24	23
7	14	8	18	10	18	12	12	12	26	15	19	17	17	16	20	15	24	18	20	18
8	17	8	19	12	15	14	21	13	19	14	20	16	15	18	21	16	15	15	15	15
9	23	15	20	15	20	20	18	21	18	22	18	22	20	24	20	24	21	24	20	24
10	15	10	15	16	21	17	18	16	20	20	15	20	18	20	17	20	22	20	17	22
11	14	11	12	13	19	15	14	16	14	16	20	17	17	17	20	20	20	22	21	22
12	16	16	17	10	16	15	17	13	17	20	24	20	14	20	25	20	20	22	20	22
13	21	10	24	12	12	12	10	13	21	13	20	14	18	15	18	15	25	20	25	20
14	21	9	16	11	19	10	19	14	19	12	21	13	20	14	14	14	23	15	22	15
15	22	14	24	17	18	18	24	20	25	20	23	22	23	22	24	22	24	23	24	23
16	10	8	18	10	20	12	20	12	19	15	20	15	20	19	20	20	22	20	22	20
17	17	11	16	15	25	15	24	18	24	17	24	20	20	20	24	22	20	22	22	22
18	23	13	21	15	21	15	19	17	20	18	21	19	23	20	23	20	22	21	20	21
19	21	10	21	12	11	9	19	19	18	15	20	15	20	15	23	20	20	20	22	22
20	17	10	14	15	14	15	17	20	18	20	21	15	21	22	20	22	21	22	21	22
21	11	12	16	10	18	11	16	15	20	11	18	15	17	15	18	15	20	15	22	15
22	15	10	20	15	11	15	9	15	14	15	15	16	18	16	20	16	15	20	15	20
23	17	7	15	10	18	12	18	12	12	9	12	8	20	11	25	10	20	10	18	12
24	16	15	21	18	20	18	23	20	20	20	19	17	19	22	20	22	21	22	22	23
25	21	11	23	10	18	11	19	13	18	13	22	15	20	15	18	18	18	20	23	22
26	9	5	18	8	16	8	18	10	18	10	21	9	20	10	22	14	19	18	20	18
27	21	14	18	13	19	15	19	15	24	18	24	18	19	20	20	20	19	22	20	22
28	15	9	20	10	18	10	18	13	20	20	21	20	20	18	18	18	23	20	21	20
29	15	10	20	10	22	12	21	15	20	15	21	20	18	20	20	20	16	21	20	21
30	21	11	23	10	18	11	19	13	18	13	22	15	20	15	18	18	18	20	23	22

Appendix K. Comparisons between the Peer Assessments and Teacher Assessments and Correlations

Tasks	Assessment	Mean	Sd.	r	p
1	Teacher	10.80	2.56	.408*	.025
	Peer	17.00	4.54		
2	Teacher	12.50	2.57	.092	.628
	Peer	18.90	3.13		
3	Teacher	13.67	2.95	.262	.162
	Peer	17.80	3.25		
4	Teacher	15.23	2.92	.331	.074
	Peer	18.57	3.60		
5	Teacher	16.03	3.58	.295	.113
	Peer	19.30	3.05		
6	Teacher	16.60	3.42	.297	.111
	Peer	19.93	2.79		
7	Teacher	17.60	3.48	.063	.740
	Peer	19.47	2.44		
8	Teacher	18.20	3.41	.284	.128
	Peer	20.20	3.89		
9	Teacher	19.50	3.38	.102	.592
	Peer	19.57	3.85		
10	Teacher	20.30	3.04	.307	.099
	Peer	20.50	2.52		

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix L. Paired Samples t-test Analysis Result of Pre and Post-SLWAI Scores

	Items	SD (%)	D (%)	U (%)	A (%)	SA (%)	$\bar{\chi}$	Sd	Std. Error Mean	p
*1	pre	13.33	30	30	13.33	13.33	2.83	3.17	1.23	.015**
	post	40	23.33	30	0	6.66	2.10	3.90	1.15	
2	pre	13.33	20	26.66	20	20	3.13	1.33	.24	.005**
	post	43.33	20	16.66	16.66	3.33	2.17	1.26	.23	
3	pre	20	16.66	20	30	13.33	3.00	1.36	.24	.001**
	post	46.66	30	6.66	13.33	3.33	1.97	1.18	.21	
*4	pre	10	6.66	40	30	13.33	3.30	1.11	.20	.065
	post	20	23.33	23.33	20	13.33	2.83	1.34	.24	
5	pre	43.33	10	26.66	13.33	6.66	2.30	1.34	.24	.913
	post	50	16.66	6.66	10	16.66	2.27	1.57	.28	
6	pre	20	16.66	33.33	10	20	2.93	1.38	.25	.077
	post	33.33	23.33	30	0	13.33	2.37	1.32	.24	
*7	pre	13.33	30	16.66	16.66	23.33	3.07	1.41	.25	.007**
	post	40	23.33	23.33	6.66	6.66	2.17	1.23	.22	
8	pre	40	20	16.66	13.33	10	2.33	1.39	.25	.075
	post	46.66	30	13.33	10	0	1.87	1.00	.18	
9	pre	13.33	23.33	20	20	23.33	3.17	1.39	.25	.190
	post	26.66	16.66	23.33	16.66	16.66	2.80	1.44	.26	
10	pre	43.33	30	6.66	10	10	2.13	1.35	.24	.484
	post	43.33	33.33	13.33	3.33	6.66	1.97	1.15	.21	
11	pre	10	23.33	20	16.66	30	3.33	1.39	.25	.001**
	post	30	26.66	23.33	10	10	2.43	1.30	.23	
12	pre	16.66	30	26.66	6.66	20	2.83	1.36	.25	.003**
	post	36.66	23.33	30	6.66	3.33	2.10	1.12	.20	
13	pre	23.33	20	23.33	20	13.33	2.80	1.37	.25	.032**
	post	43.33	23.33	16.66	13.33	3.33	2.10	1.21	.22	
14	pre	26.66	16.66	13.33	26.66	16.66	2.90	1.49	.27	.062
	post	43.33	23.33	13.33	6.66	13.33	2.23	1.43	.26	
15	pre	23.33	23.33	20	16.66	16.66	2.80	1.42	.26	.013**
	post	40	33.33	16.66	6.66	3.33	2.00	1.08	.19	
16	pre	36.66	33.33	20	10	0	2.03	.99	.18	.455
	post	50	23.33	20	3.33	3.33	1.87	1.07	.19	
*17	pre	30	16.66	23.33	20	10	2.63	1.37	.25	.386
	post	30	20	6.66	16.66	26.66	2.90	1.64	.30	

Paired Samples t-test Analysis Result of Pre and Post-SLWAI Scores (continued)

*18	pre	0	23.33	30	30	16.66	3.40	1.03	.18	.213
	post	10	23.33	30	20	16.66	3.10	1.24	.22	
19	pre	33.33	23.33	23.33	10	10	2.40	1.32	.24	.110
	post	40	30	20	6.66	3.33	2.03	1.09	.20	
20	pre	30	23.33	20	3	23.33	2.67	1.53	.28	.345
	post	36.66	20	20	10	13.33	2.43	1.43	.26	
*21	pre	20	6.66	30	16.66	26.66	3.23	1.45	.26	.007**
	post	6.66	13.33	30	20	30	2.47	1.25	.22	
*22	pre	20	16.66	26.66	16.66	20	2.97	1.37	.25	.895
	post	26.66	26.66	33.33	3.33	10	3.03	1.37	.25	

SD=Strongly Disagree D=Disagree U=Undecided A=Agree SA=Strongly Agree

* Items 1, 4, 7, 17, 18, 21 and 22 are negatively worded so they were reverse-scored before being summed up to give the total scores.

**p< .05.

Appendix M. Icebreaker Game

My name is Paul. I like watching movies. I like animated and adventure movies. My favorite animated movie is Ice-Age. It is an entertaining and funny movie. Sid, Manfred, Diego and Soto is ^{the} the main characters. They live in a forest. Sid and Manfred are good friends. They saves a baby from Diego and Soto. Sid and Manfred wants to find the baby's family. Now, let's talk more about the movie. Sid is clumsy, lazy and funny, but sometimes he goes lonely. Manfred is a mammoth. He is ^{big} small, kind and also helpful. They try to find the baby named Roshan, ^{he} she is the son of the chef of a tribe. He can't walk, but he can crawl. Diego is a fast, scary and liar tiger. He helps Soto to get the baby. Some day, Diego wants to take Roshan from his mother. The mother runs very fast and saves her baby. Then, she gives him to Manfred. Manfred and Sid help Roshan to survive. At the end of the movie, the goods are successful. I think, Ice Age is a perfect animation movie. Let's watch it.

Appendix N. Examples of Students' Writing Papers

Task 2: Write a simple text about your daily routine.

My Daily Routine (Weekdays)

Hello! My name is Hüsnü. ^{Here is} My daily routine to talk about.
Every ^(school days) morning I get up at 06.30 or 06.45. After, I go to sink and wash my face. Later, get dressed. ~~Then~~ ^I have breakfast. ~~After~~ ^{that}, I go to school. ~~After~~ ^{After} school, I go back home or go to bilsem ^{on} Tuesday and Wednesday. After I have dinner. Then, I do my homework and spend time phone. Later I go to bed.
on

Task 4: How do you I use my leisure time?

Marrion

My Free Time

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Hello! My name is Mirac Efe. My Free Time.

I collect Stamps. I collect banknot and coins. I like collect, I like ride a bike. I do homework. I do sports in my free time. I play Computer games in my free time. I read a book. I play chess. I play board game. I like Playing outside. I watch TV. I go to do cinema. I watch a movie every sundays. I play Lego. My favourite sport is basketball. I go outside with my family at weekend. I play Lego city, zombie catchers, among us, the wolf, pacman 256, Asphalt 8 Airborne, Asphalt 9 Legends, Hungry Shark Brawl stars, Hungry Dragon, Minecraft, Pivot, Scratch, Kodu game lab, Code.org in my tablet. As you see. I want to do a lot of ~~things~~ but I have got little time.

Task5. The importance of the protection of endangered animals

We become unbalanced nature. We must compensate. Because of it some animals are endangered.

Some people are hunting animals some people are killing animals so they are endangered. Some people are taking animals to the circus or zoo and they don't live longer. We should protect animals. We shouldn't kill. We shouldn't hunt animals. We should be nice to animals. We take care of animals. Nature belongs to all living things, so we must protect nature, we must protect animals and we must protect plants. We must respect nature and animals and plants.

As a result we must protect nature. if we don't protect we will be damaged.

There are Advantages and disadvantages
Scientists can change food by technology
Is technology always advantages in food?

Here are some advantages:

- It can be a solution for food shortage in the future.
- Foods last long time without going bad
- We can produce more quantities of food
- They are environmentally friendly
- It makes grow faster

Here are disadvantages:

- It is harmful environmentally
- It's toxic to environment
- It's our right to know what to eat
- Plants are less resistant to pests, bugs and diseases
- Many companies don't label their products

So, human should be careful about the advantages and disadvantages of GMO