



**PROMOTING PEER SCAFFOLDING THROUGH ANALYTIC  
FEEDBACK CRITERIA: FROM A PERSPECTIVE OF ERROR  
ANALYSIS IN WRITING BASED ON LEARNER CORPUS**

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*Dedicated to my family...*

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**ÖZ**

Bu çalışma, bir vakıf üniversitesinin İngilizce Öğretmenliği bölümündeki bir yazma becerileri dersi kapsamında, yazma sınıflarında genellikle eksik olan iş birliği fırsatlarını öğrencilere akran desteği yoluyla sunmayı amaçlamıştır. Bu doğrultuda öncelikle, akran değerlendirme görevlerinde kullanılmak üzere, hem öğrenci hem de öğretim üyesi için bir analitik dereceli puanlama anahtarı geliştirilmiştir. Geçerlik ve güvenilirlik analizleri tamamlanmıştır. Akran desteğinin İngilizce Öğretmenliği bölümünde okuyan öğrenciler üzerindeki etkilerini ölçmek amacıyla hem nicel hem de nitel araştırma tekniklerinden yararlanılmıştır. Nicel verilerin toplanmasında, tek gruplu tekrarlı ölçümler araştırma deseni takip edilmiş ve ön, orta, ve son yazma performansı testleri uygulanmıştır. Öğrencilerin demografik özelliklerinin yazma becerilerinin geliştirilmesindeki rolü de sorgulanmıştır. Akran desteği prosedürlerinin etkililiği, bir başka bakış açısı olan derlem temelli hata analizi yolu ile de araştırılmıştır. Ön ve son test derlemleri, öğrencilerin paragraflarının birleştirilmesi ile oluşturulmuştur. Araştırmaya katılan öğrencilere özel bir hata taksonomisi hazırlanmıştır. Derlemler, derlem açılımını mümkün kılan UAM CorpusTool programına yüklenmiş ve hata etiketlemesi yapılmıştır. Nitel veriler, öğrencilerin uygulanan akran desteği aktiviteleri hakkındaki görüşlerini gün yüzüne çıkartmak amacıyla, yarı yapılandırılmış odak grup görüşmeleri ile toplanmıştır. Odak grupları, araştırmanın işbirlikçi doğasına uygun olduğu için tercih edilmiştir. Sonuçlar, akran desteğinin öğrencilerin yazma becerilerine olumlu katkılarda bulunduğunu açığa çıkarmıştır. Tekrarlı olarak ölçülen öğrenciler, ön-testten orta-teste, orta-testten son-teste, ve ön-testten son-teste, puanlarında istatistiksel olarak anlamlı bir artış göstermişlerdir. Buna paralel olarak, derlem temelli hata analizi sonuçlarına göre, uygulamadan sonra öğrencilerin toplam hata sayılarında istatistiksel olarak anlamlı bir düşüş

meydana gelmiştir. Ön-test derleminde karşılaşılan hataların tipleri de değişiklik göstermiştir. Cinsiyet, algılanan dil seviyesi veya daha önce bir yazma dersine katılmış olma durumu, yazma başarısını tahmin etmede anlamlı bir rol oynamamıştır. Son olarak, görüşmelerin çözümlenmesi için yürütülen tematik analiz sonuçları, öğrencilerin akran desteğinden geri bildirimler sayesinde hataları daha kolay fark etme, değerlendirirken öğrenme veya gelecek öğretmenlik planlarını şekillendirme gibi birçok açıdan fayda sağladıklarını ortaya koymuştur. Yetersiz veya yanlış akran geri bildirimleri gibi, süreç boyunca karşılaşılan zorluklar da öğrenciler tarafından dile getirilmiştir. Bu çalışma, İngilizceyi yabancı dil olarak öğrenmede sosyal yapılandırmacılık teorisinin prensiplerini içinde barındıran akran desteği prosedürlerinin etkililiğini ölçerek, akran değerlendirme görevleri için özel olarak geliştirilmiş analitik bir dereceli puanlama anahtarı sağlayarak ve son olarak akran işbirliğinin etkilerine derlem temelli bir bakış açısıyla yaklaşarak, farklı boyutlarda literatüre katkıda bulunmayı amaçlamıştır.



Anahtar Kelimeler : Akran desteği, Analitik dereceli puanlama anahtarı, Yazma becerileri, Derlem temelli hata analizi  
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Danışman : Prof. Dr. İskender Hakkı Sarıgöz

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**ABSTRACT**

The current research primarily aimed to implement peer scaffolding on EFL students in a writing skills course in the ELT department of a foundation university in order to provide them with collaboration opportunities, which are often lacking in writing classes. In this vein, an analytic rubric was initially developed specifically for the purpose of peer assessment tasks, both for student and lecturer use. Validity and reliability analyses were completed. Both quantitative and qualitative research methods were utilized for measuring the influences of peer scaffolding on ELT student teachers. Single group repeated measures design was followed in the collection of quantitative data, in which pre-, mid-, and post-writing performance tests were administered. The role of demographics in the improvement of writings skills was also inquired. Effectiveness of peer scaffolding procedures was examined by another perspective, as well, which is a corpus-based error analysis. Pre- and post-test corpora were compiled using participant students' paragraphs. An error taxonomy was created peculiar to the present group of learners. Corpora were uploaded to UAM CorpusTool, which is a corpus tool that enables corpus annotation. An error tagging procedure followed. Qualitative data were collected through semi-structured focus group interviews so as to uncover student perceptions towards peer scaffolding practices applied. Focus groups were preferred in accordance with the collaborative nature of the study. Results indicated that peer scaffolding had positive contributions to writing skills of student teachers. Repeatedly measured students displayed significant increase in writing scores from pre- to mid-, mid- to post-, and pre- to post- test. In parallel, corpus-based error analysis findings demonstrated that student errors declined significantly in number after the intervention. Committed error types in pre-test corpus also changed. Gender, perceived language

proficiency level, or prior participation in a writing course did not play significant roles in predicting writing achievement. Lastly, thematic analysis conducted for interviews revealed that students benefitted from peer scaffolding in many aspects, such as easier error detection thanks to peer feedback, learning while assessing and shaping their future plans as teachers. Challenges faced throughout the procedures were also articulated by students, such as undetailed and false negative feedback provided by peers. The study aimed to contribute to literature in several dimensions; namely, measuring the effectiveness of peer scaffolding procedures that incorporate tenets of social constructivism for writing skills in EFL settings, providing an analytic rubric particularly developed for peer assessment tasks, and examining the impacts of peer collaboration from a corpus-based perspective.



Key Words : Peer scaffolding, Analytic rubric, Writing skills, Corpus based error analysis  
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## LIST OF ABBREVIATIONS

|      |                                         |
|------|-----------------------------------------|
| BNC  | British National Corpus                 |
| CEA  | Computer Aided Error Analysis           |
| CEFR | Common European Framework of Reference  |
| CLC  | Computer Learner Corpus                 |
| DDL  | Data Driven Learning                    |
| EA   | Error Analysis                          |
| EAP  | English for Academic Purposes           |
| EFL  | English as a Foreign Language           |
| ELT  | English Language Teaching               |
| ESL  | English as a Second Language            |
| ICC  | Interclass Correlation Coefficients     |
| PA   | Peer Assessment                         |
| SPSS | Statistical Package for Social Sciences |

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an overview of the research, introducing the background to the study, statement of problem, purpose and importance of the study, along with hypothesis, assumptions, limitations and definitions of relevant terms.

#### **Background to the Study**

With a growing interest in learning a foreign language throughout the world, particularly English since it is now accepted as a global lingua franca (Seidlhofer, 2005), the matters of how to teach, learn or improve main skills and sub-skills included in a language have been inquired for a long time. The answer can be searched for considering these skills in an integrated or skill-specific way. Choosing the latter, one can observe that among these skills is writing, which is a productive one. A writing approach may be chosen between options, namely process and product writing, in accordance with one's purposes in writing. The present study focuses on process writing. Harmer (2007) expresses that a process approach may be utilized when the aim is to reach the roots of diverse requirements of writing by carrying out pre-writing sessions with students, editing, drafting and redrafting, and finalizing the work.

A possible response to the specific question of how to improve writing skills may be found within the context of a social constructivist approach. Social interaction inside the classroom and collaboration among members of the classroom environment, either student with teacher or student with student, are fundamental means for students to co-construct meaning (Vygotsky, 1980). Scaffolding is a key term in this perspective, which can be expressed as providing a temporary support or framework for students in their way to freedom by a more skilled other (Bruner, 1978). However, providing scaffolding is not peculiar to teachers

alone. Learners working in groups or pairs can also benefit from scaffolding in peer interaction (Storch, 2007). Peer scaffolding can be considered useful in ensuring this co-construction.

Another issue regarding the writing skill is the purposes and processes involved in its assessment and evaluation. Besides diagnosing areas with which students have problems and gathering information regarding where they stand in language development process (Cheng et al., 2004), instructional value of assessment is undeniable. Tomlinson (2005) asserts that language testing has the main purpose of enabling learners to improve new skills before, during, and after tests. Improvement through self and peer assessment practices has also been questioned in this regard (Black et al., 2003; Falchikov, 1986; Stefani, 1998). The main focus of the present study is on peer assessment since it has another advantage, as well, which is promoting interaction among students. According to Topping (2009), gains in terms of learning quality and effectiveness obtained from peer assessment, particularly in writing, might be as satisfying as those of teacher assessment. In other words, it is perfectly possible to put the students in the position of an assessor and expect it to yield positive results with regards to both learning outcomes and communicative improvements. Students who work in pairs while assessing pieces of writing and providing feedback go through cognitive processes, which may turn out to lead to learning (Wigglesworth & Storch, 2012). Furthermore, collaboration in written work that is sought for as much as in other skills, primarily speaking, could be actualized through students being the assessors of their peers. In this way, an alternative way of enhancing students' writing skills through peer assessment by providing students with certain assessment criteria as well as offering collaboration opportunities for student interaction may be enabled. Considering the cognitive and social processes involved, it can be asserted that peer assessment practices stand at a point where these two constructivist approaches coincide.

All in all, combining the matters of constructing, assessing, and collaborating in writing, one may expect to find answers to how-to questions regarding the writing skill. In this vein, the current study elaborates on the above-mentioned issues in a social constructivist framework, addressing the related problems concerning assessment and collaboration in writing with a view to working towards potential solutions.

## **Statement of the Problem**

While previously prevailing teacher-centered approach is mainly concerned with transmitting knowledge (Brown, 2003), classrooms where learner-centered approach is adopted incorporate teaching methods that necessitate students to take responsibility for their learning, engage, and interact, such as peer mentoring other students and group discussions (O'Neill & McMahon, 2005). These sorts of interaction have been widely investigated for oral skills (Ely, 1986; Gan, 2010; Long & Porter, 1985; Storch, 2001; Tsou, 2005). Nonetheless, studies that ponder upon the benefits of collaboration in written work particularly in EFL context are not as many. Collaborating in writing enables students to benefit from dwelling on the language use of their peers and their own (Storch, 2011), as well as brushing up on conceptual knowledge, thus contributing to conceptual learning (Van Boxtel et al., 2000). The main problem identified is a general lack of collaboration and interaction in writing classes in EFL context. Also, the effects of collaboration in writing rather seem to be an overlooked area among other skills. Therefore, rendering such opportunities possible for students and investigating their effectiveness are amongst the main motivations of the current study.

Impacts of the shift towards student-centered approaches in ELT have manifested themselves in the field of language assessment and testing, as well. Another problem lies beneath the usual purposes of assessment set for writing skill and commonly used methodologies involved. Instead of conducting assessment merely for assigning grades for students and detecting problems in student writing, collaboration might be implemented also for assessment through establishing grounds for peer assessment and peer feedback occasions. Peer assessment accords with approaches that apply collaborative learning and writing (Van den Berg et al., 2006). Working on a piece of writing collaboratively, not only the assessed but also the assessor profits from peer assessment. It allows the assessor to get involved in cognitively arduous activities by increasing the time allocated on task and practice (Topping, 1998), while affecting learning outcomes positively for the assessed especially when the peer feedback is used critically, as revealed by Li et al. (2012) in their study on the roles of an assessor and assessee in peer assessment. Along the cognitive improvements come sociocultural perspectives of learning to be considered. Students giving and receiving peer feedback are engaged in a great deal of social interaction, which contributes to the development of their social skills. According to Topping (2009), these social and communication skills that might be improved by peer assessment practices

include working in teams, directing or receiving criticism, advocating one's stance, and rejecting or accepting recommendations. Considering the cognitive, social, and communicational influences it may exert on students, peer assessment as an alternative formative assessment in writing and its implementation as well as effectiveness in EFL context are the focal points of the current study.

Existing research on peer assessment has mostly concentrated on the validity and reliability issues and rater agreement between teacher- and student-produced grading thus far (Chang et al., 2011; Cheng & Warren, 1999; Cho et al., 2006; Falchikov & Goldfinch, 2000; Hovardas et al., 2014). Therefore, empirical support is required in terms of examining the effectiveness of peer assessment and uncovering the matters underlying the procedures involved in peer scaffolding in EFL settings. This research tackles how students scaffold each other during peer assessment procedures implemented in the study. These procedures include peer feedback sessions, peer discussions, and writing re-construction assignments.

Another key issue is taking into consideration what students feel or think when they are conducting peer assessment. The effects of group or peer collaboration on writing performance might differ greatly from how students perceive this process. That is to say, while students successfully complete tasks and improve their writing skills in such environments, peer or group work might not yield similar results in terms of social interaction dimension (Nelson & Murphy, 1992). In this regard, it bears great importance to hear students' voice and develop classroom activities accordingly in order to enable more pleasant circumstances for them. Thus, student perceptions and reflections on peer scaffolding and peer assessment practices have also been sought for in the present study. All in all, the central problems tackled in the study are related to cognitive, affective, and social requirements of inclusion of peer interaction and collaboration in the writing classroom, as well as viewing the matter through student lenses.

### **Purpose of the Study**

The present study seeks to observe a possible improvement of writing performances of first year ELT students through the promotion of peer scaffolding, to design a reliable and valid analytic rubric to be used by students for scoring each other's paragraph writing, to form learner corpora to carry out a detailed corpus-based error analysis of student writing by creating an error taxonomy and doing error tagging, and lastly, to gather student opinions

about peer scaffolding procedures. The following research questions guide the study in order to achieve the purposes mentioned:

1. Is the analytic rubric designed for the peer feedback sessions effective in measuring writing performances of the first year ELT students?
  - 1.1. Is there a statistical agreement among raters who used the newly designed analytic rubric to score the same students?
2. Does peer scaffolding exert a positive influence on paragraph writing performances of the first year ELT students?
  - 2.1. Are there statistically significant differences among pre-, mid- and post- writing test scores of ELT students before, during and after the treatment?
3. Do demographic characteristics or educational background of ELT students play a role in the improvement of their writing performances?
  - 3.1. Does gender play a role in the improvement of writing performances of ELT students?
  - 3.2. Does ELT students' perceived proficiency level play a role in the improvement of their writing performances?
  - 3.3. Does prior participation in a language course play a role in the improvement of writing performances of ELT students?
  - 3.4. Does prior participation in preparatory school play a role in the improvement of writing performances of ELT students?
4. Does peer scaffolding cause any change in error types and error numbers observed in ELT students' writings?
  - 4.1. What are the most common error types observed in ELT students' writings before the treatment?
  - 4.2. What are the most common error types observed in ELT students' writings after the treatment?
  - 4.3. Is there a statistically significant difference in error percentages between pre- and post-error analyses?

5. What are student perceptions on peer scaffolding?

5.1. Do ELT students consider peer scaffolding as an effective means to improve their writing skills?

5.2. What are ELT students' perceptions on a writing course that implemented the inclusion of peer scaffolding sessions?

### **Significance of the Study**

The point of departure for the current research is the effort to provide an alternative and communicative way of improving and assessing students' writing skills through preparing socially constructed opportunities for them, which may be enabled by making it possible for students to scaffold each other. This was aimed to be achieved by establishing a peer scaffolding environment that might assist a writing course of an ELT department, which incorporated peer interaction and peer assessment practices. In order to ensure that these practices were implemented smoothly, and that the utmost benefit was gained, several steps were followed meticulously, each of which reveals one side of the importance of the study.

The first step was to provide students with clear-cut assessment criteria, which has a pivotal role in increasing the quality of peer feedback, by means of an analytic rubric designed specifically for guiding peer scaffolding. There have been different rubrics created for assessment of writing with a variety of specific purposes (Andrade et al., 2010; East, 2009; Zhao, 2013). One of the contributions of the current study to related literature is, then, designing an up-to-date analytic rubric particularly geared to the needs of students that participate in peer assessment. This rubric could be utilized in a wide range of peer assessment settings by adapting it to different learner levels.

The second step was implementation of peer scaffolding in EFL context and examining its impacts on writing performance and error types. Existing literature should be supported by suggesting procedures of peer scaffolding, which include in-class paragraph writing, feedback and discussion sessions, and re-construction of paragraphs. In this way, it is aimed to access a greater understanding of the influences of peer assessment, peer scaffolding and collaboration on students in terms of writing performances. Revealing the parameters that underlie the effectiveness of peer assessment and peer scaffolding is of vital importance since similar writing environments can be established depending on the context, the purpose of the assessment and the student profile.

The third step was gathering student responses to participation in learning situations that necessitate peer scaffolding. Noticing student reactions towards such practices is important in that it provides insights from students' standpoints and contributes to further development of the procedures.

Another importance of the research springs from looking at the matter from two different methodological perspectives; namely, an experimental and a corpus-based one. The study is scaffolded by an error analytic perspective. In addition to the results obtained from pre-, mid- and post-tests, learner corpora have been formed for carrying out a detailed analysis of student errors, bringing about a clearer image of how effective peer scaffolding can turn out to be.

Considering the importance of interaction and communication in writing classes and alternative ways of formative assessment, this study is expected to shed light on usefulness of a new rubric for peer assessment, the issues related to peer scaffolding in writing, as well as the perceptions of students who took part in a writing course in which peer scaffolding was implemented.

### **Hypothesis**

It is hypothesized by the current research that peer scaffolding sessions may exert a positive impact on writing performances of first year ELT students who participated in the study, thus leading to a statistically significant difference between pre, mid and post writing test scores. Furthermore, a change between the most common error types might be observed in ELT students' writings before and after the treatment and a statistically significant difference between pre- and post-test corpora is expected in terms of error percentages. The analytic rubric designed for peer feedback sessions is projected to turn out to be effective in measuring writing performances of first year ELT students who participated in the study. Lastly, student perceptions about the implementation and advantages or disadvantages of peer scaffolding may provide deeper insights into the issue and contribute more to the improvement of this practice.

### **Assumptions**

1. The pre-treatment writing performance levels of the students who participated in the study are assumed to be parallel.

2. English proficiency levels of all the students who participated in the study are assumed to be parallel.
3. Subjects are assumed to act sincerely while assessing their peers' writing performances.
4. Subjects are assumed to fully understand how to use the analytic rubric designed for the study.
5. Subjects are assumed to act sincerely while answering the interview questions.
6. Pre-, mid- and post-tests are assumed to be in accordance with English levels of the subjects.

### **Limitations**

1. This research is limited to the context of ELT Department of a foundation university.
2. The subjects of the research are limited to a single class attending in Writing Skills 1 course taught at a foundation university.
3. This research is limited to a one-semester treatment procedure to promote peer scaffolding.
4. Writing scores may increase through pre-, mid- and post-tests owing to learning effect.

### **Definitions**

#### **Formative Assessment**

Brown and Abeywickrama (2010) refer to formative assessment as "evaluating students in the process of 'forming' their competencies and skills with the goal of helping them to continue that growth process" (p. 6). It indicates a process which is cautiously considered and planned, rather than being simply a test (Popham, 2008). This process is typically expected to have results which should be used to modify teaching to fulfill learner needs in order for it to become formative (Black & Wiliam, 2010).

#### **Summative Assessment**

Summative assessment is interested in the outcomes achieved at the end of the teaching and learning process. It is "a judgement which encapsulates all the evidence up to a given point"

(Taras, 2005, p. 468). Examples of this type of assessment may include final exams, final projects, achievement tests or term papers.

### **Peer Assessment**

It can be defined as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (Topping, 1998, p. 250). According to Kollar and Fischer (2010), peer assessment is highly suitable for environments with "a more participatory culture of learning" (p. 344). It presents collaboration and interaction opportunities for students, which may be lacking especially in writing classes.

### **Scaffolding**

In construction terminology, scaffolding is a temporary framework on which workers climb in order to reach high parts of a building for several purposes such as painting or repairing. The term's first metaphorical use was by Wood, Bruner and Ross (1976), to mean a temporary support for children to enable them to achieve higher than they are with no assistance.

### **Peer Scaffolding**

In the context of the present study, the term peer scaffolding is referred to as a combination of practices of (1) individual in-class writing, (2) peer assessment activities and peer feedback sessions, (3) discussion sessions where peers interact to reflect on their own and each other's mistakes and provide feedback to feedback, and (4) re-construction assignments for which students are required to revise their writing in accordance with the peer feedback the received.

### **Learner Corpus**

Learner corpora are "electronic collections of authentic foreign or second language data" (Granger, 2003, p. 465). Learner corpus can be cross-sectional, longitudinal, global, local, and written or spoken; also, its types may vary in terms of target language or mother tongue it focuses on, or based on text type it deals with (Granger, 2012a).



## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter attempts to discuss the central issues dealt with in the present study, basing them on the relevant literature. To start with, it features related literature on writing as a process, its place in social constructivist framework, EFL writing in particular, and collaboration in writing. Assessment of writing constitutes the second major dimension of this review, touching upon peer and self- assessment, rubrics utilized to assess writing, as well as the perspective of assessment for learning. It also incorporates feedback in writing, its types and uses. Another main point tackled in the research is peer scaffolding. Defining the concept and presenting its key characteristics are of crucial importance in order to be able to indicate and report on its implementation throughout the study. Lastly, corpus linguistics is introduced along with its parts relevant to the study, such as learner corpora and corpus-based approaches to error analysis of EFL writing.

#### **Writing**

Writing is obviously more than solely putting symbols, letters or sentences together, nor is it only a version of thoughts on paper. It is a practice that encompasses more complicated definitions, objectives and procedures inside. It can also be regarded as far from simplicity due to its being a continuous process whose parameters and stages constantly change, "like growth in organic nature" (Rohman, 1965, p. 106). The core characteristic of this complex writing process has been described by Murray (1978) as an act of discovery. In this regard, it can be viewed as "a process of exploring one's thoughts and learning from the act of writing itself what these thoughts are" (Zamel, 1982, p. 197). Another comprehensive definition of writing has been provided by Sokolik (2003), by basing it on three main contrasts. Firstly, it is both a physical and an intellectual process. It provokes mechanisms in the mind such as creatively putting ideas into an organization. Secondly, the two purposes of writing are

expressing and impressing, serving two identities which are self and the audience (Sokolik, 2003). The third contrast is expressed as writing as process and product, which are touched upon in the present review in the section "Process and Product Writing".

Just as variation in defining writing can be observed, the answers to the question of why people write vary, as well. Nunan (2015) counts possible reasons why writing systems evolved in history and are used today, (1) for recording of events, (2) for communication, (3) for entertaining or instruction by the use of literature, (4) for presenting arguments in other settings than ones where speech is used, and (5) as reminders of events. There can also be found various pedagogical motivations behind writing. In other words, learning and teaching how to write is a necessity, serving to a number of purposes. Byrne (1988) divides these objectives into 5, starting with the help it provides for retention. Whereas some students feel more comfortable listening or learning through oral practice, others may feel the need to write so as to remember certain information; thus, writing may help with the process of retaining knowledge about any subject. The second motive is similarly about the psychological effect it exerts. Writing can be thought to produce a physical form of confirmation that students improve (Byrne, 1988). The third reason stands out as a specific benefit for learning foreign languages. According to Byrne (1988), more than a single medium is required while exposing learners to foreign languages. That is to say, writing constitutes one of the facets of skills presented in an integrated way. Another point mentioned by Byrne (1988) is the opportunities that writing provides in terms of the variety and abundance of activities carried out in the classroom. Finally, writing is essential for testing and evaluation purposes. There may be cases where oral examination is necessary but not available or possible due to time restrictions or other limiting factors, as well as circumstances in which writing itself is specially tested (Byrne, 1988). These two sorts of objectives of writing mentioned can be interrelated or combined. To illustrate, the entertaining objective of literature can be integrated into the pedagogical purposes of writing in EFL classes.

As necessary as it may be to teach and learn it, writing as one of the four fundamental language skills may seem a daunting process for students, whether it be for native speakers or in foreign language contexts. In fact, for English language writing, EFL students "who are ready to compose and express their ideas use strategies similar to those used by native speakers of English" (Zamel, 1982, p. 203). The present study tackles with the issues related to writing in EFL contexts. The hardship that students go through in the process of writing

may be multifaceted. This is due to the necessity of activation of various skills during writing, either all at the same time or at different phases (Murray & Moore, 2006). To illustrate, having insufficient familiarity with the topics or concepts to be written about because of a lack of cultural knowledge in the target language can be one challenge. Chen (2002) carried out a study in which self-reported problems undergone by EFL students in a writing course were gathered and analyzed. Results indicated that students had tough times generating ideas on what to write on a given topic. Other issues may spring from linguistic problems, such as in vocabulary and grammar use. Organizational complications may also be encountered by EFL students, since it may differ from the way it is in their mother tongue. As a result of a research focusing on cohesion and coherence problems, Ahmed (2010) implies that there are more profound reasons lying behind these issues, ranging from students' negative attitudes towards writing which results in a lack of self-confidence and writing motivation to even more immersive ones such as the problems rooted in the educational system that does not promote collaboration or social interaction among students. All in all, as Murray and Moore (2006) suggest, "an intricate combination of neurological, physical, cognitive and affective competencies" (p. 6) as well as linguistic and psychological ones may be required in writing, thus rendering it perceived as one of the most difficult skills. Challenges faced in writing notwithstanding, once one achieves a command of English writing, this will not only bring about benefits in terms of language learning but other opportunities in a lifetime, as well (Tuan, 2010). To illustrate, Tolchinsky (2006) expresses that one of the essential sources that enable people to have a better vision of the key points in human development is writing. Due to its central role in other areas in human life, as well, writing ought to be given utmost importance in language learning.

A question may pop into minds as to the meaning of quality writing or what makes a piece of writing good quality. Text features that go beyond sentence boundaries may be disregarded (Witte & Faigley, 1981) while assessing writing. Nonetheless, it is important to take these features into consideration, such as cohesion and coherence. In their study conducted for the purpose of analyzing these features, Witte and Faigley (1981) concluded that some cohesive characteristics in writing may indicate good quality. Likewise, McCulley (1985) discussed coherence and cohesion as describers of writing quality and found out coherence was as a valid construct of writing quality judgement. On the other hand, in a more recent study by McNamara et al. (2010), the most prominent features as predictors of essay quality turned out to be syntactic complexity, diversity in lexical items and lastly

frequency of words used, with no indication that cohesiveness related to more quality essays. More research on written discourse may be helpful to identify textual features that can contribute to the overall quality of writing.

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 in accordance with the needs and levels of learners.

### **Process and Product Writing**

Among diverse approaches to teaching writing, process and product approaches have been dominant in teaching writing for the last few decades in EFL settings (Badger & White, 2000). A distinction between these two approaches can be drawn in terms of main objectives and procedures involved.

Product approach to writing can be described as “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p. 5). In the mentioned approach, there exist four stages according to Badger and White (2000), which can be expressed as familiarization, controlled writing, guided writing and lastly free writing. Until the last stage, students are not fully ready for producing a piece of writing on their own. Although it is a frequently applied approach to writing, several drawbacks can be listed. First of all, after reading and studying certain texts that the teachers provide or are found in coursebooks, learners often imitate them, which affects the imagination and creativity of students adversely (Nunan, 2015). Another disadvantage of this kind of approach to writing is its exact focus. Watson (1982) alleges that students are more encouraged to focus on form, rather than the content and this, again, leads to a lack of creativity since students find themselves copying certain plans or organizational patterns. Murray (2009) emphasizes that rather than focusing on finished writing, its unfinishedness should be under the spotlight and writing should be taught as a process.

The second most dominant approach to writing is writing as a process, which is the main focus of the current research. A major difference between product-based and process-oriented approaches is that the latter promotes the idea that writing is a discovery process

and generating ideas has the priority over transcription of them (Susser, 1994). In this perspective, it is encouraged that writing ought to be considered as a series of drafts and endeavors (Rohman & Wlecke, 1964). There could be found many possible advantages of process writing approach (Graham & Harris, 1997). To start with, it consists of various stages such as planning, drafting and re-writing, which contribute to increase of the quality of writing product in the final outcome. In its most basic form, though, it is commonly carried out in three steps, which are pre-writing, writing and re-writing. Ideas do not combine in a perfect and coherent manner and constitute writing at once, therefore pre-writing is the first step to organize them (Barnett, 1989). Rohman (1965) describes pre-writing as the discovery phase of the process. At this stage, writers accomplish the planning of the overall writing, and this may have an influence on the writing fluency and effectiveness of the final product in terms of conveying its messages to its readers (Kellogg, 1990). The next stage is the actual writing phase. In their process writing model, Flower and Hayes (1981) refer to this step as translation so as to "emphasize the peculiar qualities of task" (p. 373), as can be seen in Figure 1. Lastly, the re-writing step includes revising and making necessary adjustments on the text, which may require the preparation of a second, third or more drafts.

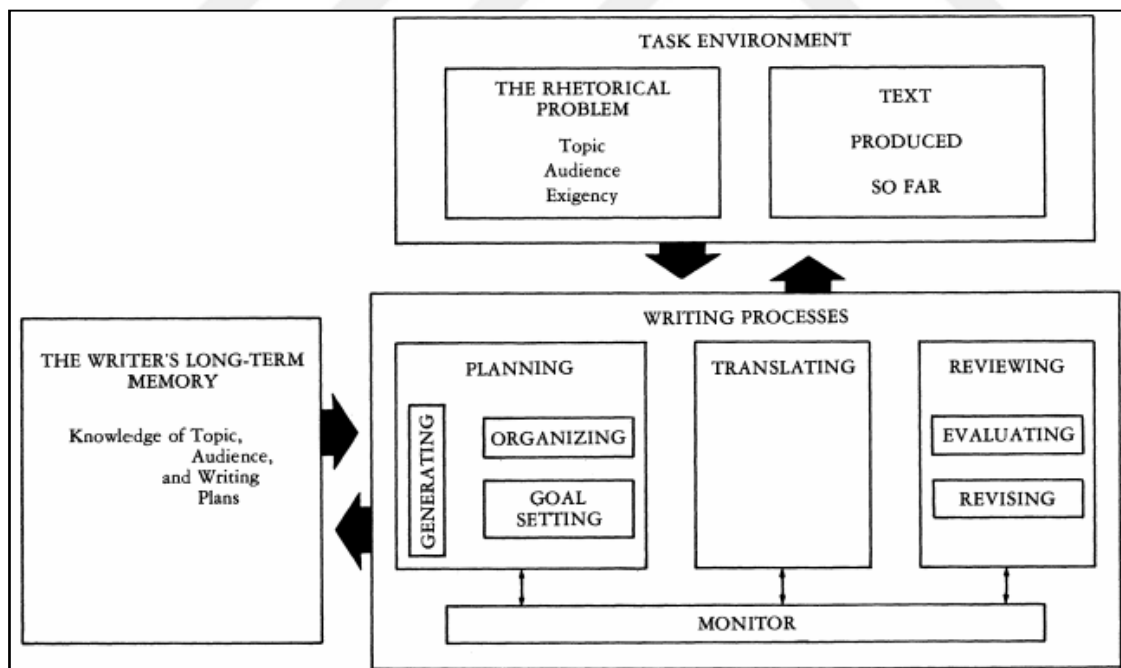


Figure 1. A cognitive model of writing process (Flower & Hayes, 1981, p. 370)

Writing as a process may embrace much more complicated phases. In fact, White and Arndt (1991) propose a writing process model which incorporates thirteen steps, starting from the very first ideas and ending with the final version of the product. The first three steps only

include discussions among students and with teacher, brainstorming and taking notes swiftly without paying special attention to correct grammar, spelling or other criteria. A temporary draft is drawn in the fourth step, benefitting from the earlier notes written down, and an initial evaluation follows. After arranging information, the first draft comes out in the seventh step. The next few steps include the group and peer evaluation, conferences held for discussions and the second draft is prepared. Peer feedback is part of most applications of process-oriented pedagogies (Cumming, 2003). Afterwards, a self-evaluation process starts, and editing is carried out by students themselves. The final draft is produced, and students give final feedback to each other. As can be seen in this model provided by White and Arndt (1991), quality of writing is expected to increase thanks to various procedures. Instruction through different kinds of teaching tools such as mini lessons and conferences adds to this quality (Graham & Sandmel, 2011). According to Onozawa (2010), process writing provides students with opportunities to participate in various kinds of activities. The constituents of curricula prepared in accordance with process-based approaches involve reflections, free writing, re-writing or revising (Ferris & Hedgcock, 1998). According to Nunan (1991), process writing also helps building cooperation among students, which is one of the main purposes of the present study.

Blending or balancing between process and product approaches to writing have also been proposed by a number of studies thus far (Hasan & Akhand, 2010; Kamimura, 2000; Pasand & Haghi, 2013; Tangpermpoon, 2008). For instance, Pasand and Haghi (2013) carried out a study in which a process-product approach was adopted in writing classes; that is, EFL learners were initially encouraged to examine various text organizations by working on rhetorical patterns. At a later stage, they benefitted from classroom interaction and feedback, feeding on the principles of process-based approach. Findings pertaining to students' writing performance indicated that combining two approaches may have positive impacts on student writing, some areas in particular as spelling, capitalization and grammatical rules. Blending different approaches could be opted for and brand-new models could be introduced, considering the context of the implementation and learning profiles.

### **Social Constructivism and Writing**

Social constructivism as a standpoint in constructivist theory of learning can be linked to several other theories as constructivism pioneered by Piaget (1972), Vygotsky's (1978), sociocultural theory, or Bandura's (1977) social cognitive theory. Concepts such as

scaffolding, developed by Bruner (1978), zone of proximal development or mediation are also frequently associated with it. Therefore, it is crucial to first mention the theories, concepts or terms that underpin the present focus of this section, social constructivism, in order that the place of writing skill within this framework could be touched upon in more detail afterwards.

Constructivist theory principally holds the premise that "knowledge is constructed by learners as they attempt to make sense of their experiences" (Driscoll, 2013, p. 388), irrespective of the type of this knowledge, whether it be a discipline or individual cognitive construction of knowledge (Phillips, 1995). Marlowe and Page (2005) describe learning in constructivist terms in three periods, which are the processes involved in questioning, interpreting and analyzing, as well as their outcomes; using information in order to extract persons' own meaning, and lastly merging the present knowledge with what is already known or past experiences. Students in a constructivist classroom are expected to experience inquiry-based activities, interaction with peers or teachers so as to make meaning together, use of authentic contexts, performance assessments, and many more (Windschitl, 1999).

Main principles situated in constructivist theory are related with the formation of social constructivist approach to learning, with social interaction having been emphasized. Mitchell and Myles (1988) highlight that the learning environment is constructed by the active participation of students. It can be understood that the focus has shifted towards the environment where the interaction happens.

Reality, knowledge and learning constitute the three primary perspectives which social constructivism is interested in (Kim, 2001). To start with, reality is constructed via the means of human social activity, according to social constructivists, and it does not have to be in tandem with the reality perceptions of others (Pritchard & Woollard, 2010). Secondly, knowledge is also constructed by human social interaction and culture (Ernest, 1999). Just like reality, knowledge held also depends on persons and may vary (Pritchard & Woollard, 2010). Lastly, learning is a social endeavor. Pritchard and Woollard (2010) assert that effective learning occurs in social context, with contributions of others, and new input is combined with previous experiences and knowledge.

One of the most prominent notions frequently associated with social constructivism is mediation. Lantolf (2000) states that just as human cultures create physical artifacts to connect to physical world and pass them from generation to generation, symbolic tools are also produced as artifacts such as music, art and most importantly language, and these form

a mediated connection between humans and the world. This mediation process can find a place in language teaching and learning, with a charge of easing communication between learners and as a problem-solving mechanism, as well as for other considerations such as development of materials to be used in the classroom.

Another concept often dealt with in social constructivist spheres is known as scaffolding. It refers to "the steps taken to reduce the degrees of freedom in carrying out some task" (Bruner, 1978, p. 19), in order for the learner to focus on a more difficult task or skill. The main aim of scaffolding is to support learners, by retrieving the scaffold provided at first gradually and make it possible for them to move on stronger on their own at later stages. The concept is explained in more detail in section "Peer Scaffolding".

Zone of Proximal Development (ZPD) is also an important term coined by Vygotsky (1978), reflecting the distance between what a learner could do without any assistance, or scaffolding, from a teacher, guider or a more skilled peer and what they can actually accomplish with that guidance. This premise indicates that if what could be done without guidance or assistance is what one knows about the performance of a learner or a group of learners, one knows only a part of the picture (Lantolf, 2000).

Many studies have been conducted focusing on these concepts mentioned, their implementation in various contexts and the effects they exert on more particular subjects or certain language skills (Faraj, 2015; Platt & Brooks, 1994; Samana, 2013; Storch, 2002; Swain & Lapkin, 2013). Samana (2013) conducted a study on the effects of scaffolding in an EFL classroom and concluded that not only teachers but also students, even with a lower proficiency level of English, can successfully conduct scaffolding. Another research by Faraj (2015), which is concentrated on writing skills of EFL students adopting a process-based approach towards writing instruction, demonstrated significant improvement in writing performances of students, as well as a contribution to the increase of their self-confidence. On the other hand, there may also be challenges encountered in the process of applying these perspectives in the classroom. Storch (2002) gives insights on this point in her classroom-based study where developmental achievements of learners in pairs are compared through the use of various interactive patterns. The findings showed that not all students who were matched in peers to study on the tasks assigned worked collaboratively (Storch, 2002). It may turn into a competitive rather than collaborative environment. Still, though, it was suggested that the possibility of language learning to occur increases in collaborating pairs.

Dwelling on the educational implications of social constructivist theory and applying its principles in classroom context, as well as adapting these to ELT and EFL settings in the light of the research so far constitute one of the foci points of the present review. More specifically, since ways of improving writing skills of EFL students are studied in this research, implications for writing should also be considered. To begin with, construction of knowledge by students themselves is an accepted notion of both constructivist and social constructivist approaches. Taking the latter as the starting point, constructing ideas in a social context can be associated with pre-writing stage explained in process-oriented approaches. Brainstorming, planning, and sharing ideas and experiences, students can partake in construction of knowledge. As already mentioned previously, social interaction among students is placed a great importance. This may show itself in writing classes as peer or group collaboration, with practices of peer reviewing, peer editing, peer assessment, group works or group discussions. These activities might possibly contribute not only to cognitive development of learners, but also to their social skills irrespective of age. Perspectives of collaboration, assessment of writing, peer assessment and peer scaffolding within socio-cultural framework are provided in the upcoming sections of the review in detail.

### **Collaboration in Writing**

Instructional models that follow social constructivist perspective emphasize that social interaction and collaboration are required among learners (Lave & Wenger, 1991). Fostering interaction in language learning contexts may bring about various benefits in terms of both cognitive and social processes that learners go through. In collaborative writing, students, namely collaborators, engage in interaction for a shared document, therefore decision-making and responsibility taking mechanisms are carried out in collaboration (Allen et al., 1987). Collaborative activities to implement in writing classes may include pre-writing procedures where students plan and organize ideas together, co-construction of the actual piece of writing, or/ and giving and receiving feedback in pairs or groups. Foster (1998) argues that all these activities provide that interaction in target language is enabled.

Fung (2010) lists characteristics of collaborative writing in EFL settings and categorizes them into two, as defining and facilitating features. Defining features are commonly found in collaborative writing activities. The first and most outstanding one is mutual interaction. After teacher stresses the significance of mutual interactions, students should not only contribute by generating and providing ideas, but also learn to listen to their peers (Fung,

2010). The second defining feature expresses negotiation, which signifies the importance of modifying interaction in times when collaborators face problems. Next, cognitive conflicts can be encountered. These conflicts in fact play a critical role during problem solving, since they result in a broader understanding among students when they are urged to think creatively and enhance interpersonal skills (Fung, 2010). Another defining feature of collaborative writing is shared expertise. Each student within a collaborative group or pair has their own strengths and weaknesses in different areas. This could be used to the advantage of group members and they could share their strengths. Facilitating features, on the other hand, include certain affective factors, which may include mutual trust, respect toward other group members or feeling comfortable around them. According to Fung (2010), use of mother tongue in the classroom is also seen as a facilitator, and it should not be entirely prohibited. It may provide the comfort that is sought for during the challenging collaborative tasks. Backtracking is listed as another facilitator, which occurs between the previously completed and developing text (Fung, 2010). Lastly, humor is also an important element that could be used as a coping mechanism.

Findings in favor of collaborating in writing have been discussed so far by many a study (Dale, 1994; Hanjani & Li, 2014; Jafari & Ansari, 2012; Reid, 1993; Storch, 2005; Wigglesworth & Storch, 2012). Drawing on sociocultural learning theory, Hanjani and Li (2014) investigated collaborative revision interactions among EFL students in an essay writing course and revealed an increase in writing performances of participants, drawing attention to benefits of collaborative revision activities. Likewise, Jafari and Ansari (2012) studied the impact of collaboration on EFL learners, specifically their writing accuracy. The experimental group students who completed tasks collaboratively outperformed those who worked individually. Storch (2005) also compared texts written individually with those co-created in pairs. The findings indicated that pairs fulfilled the tasks better and performed better than individual writers in terms of grammatical accuracy and complexity. The procedures provided other benefits, as well, such as giving students the opportunity to come up with ideas together and give each other feedback.

Positive affective influences may also be observed in settings where collaborative writing is implemented. In order for activities to function as desired, trust in the group members, accountability, respect and commitment to learning are fundamental components (Tocalli-Beller, 2003). In accordance with this perspective, Dale (1994) mentions the potential of writing in collaboration to reinforce interest and participation in writing and learning. Reid

(1993) also asserts that writing collaboratively has the potential to increase motivation, as well as tolerance and risk-taking of learners. In a similar vein, Storch (2005) also conducted interviews with participant students in her previously mentioned study. Participants were positive about the implementation overall, with a few reservations articulated.

Use of tools such as wikis, blogs or web-based activities may play a positive role in increasing affective advantages of collaboration. Such tools as facilitator factors in collaborative writing have been studied extensively (Aydin & Yildiz, 2014; Bikowski & Vithanage, 2016; Chao & Lo, 2011; Wang, 2014; Zhang et al., 2014). Writing development in EFL through web-based collaborative writing was investigated by Bikowski and Vithanage (2016). The same web-based writing tasks were utilized for control group students, who worked individually, and experimental group students, partaking in activities in collaborative groups. A statistically significant difference was found between the personal gains of students who had worked collaboratively with those of control group. In addition, survey results displayed positive opinions towards collaboration. Likewise, Chao and Lo (2011) studied wikis which were incorporated in a collaborative writing project. Students expressed satisfaction in completing the project collaboratively. Wikis boost writing confidence and motivation (Wang, 2014). Therefore, introduction to collaborative activities for students could be managed via the means of tools mentioned for mostly affective reasons.

Although a body of research introduced thus far shows that collaborative opportunities provide students with both cognitive and affective benefits, they may not always yield expected outcomes. To illustrate, in research carried out by Biria and Jafari (2013), the focus was on the improvement of writing fluency of EFL students as a result of practicing writing in pairs. No significant change was detected in fluency of students' written texts, even though the overall quality of the papers increased. Connor and Asenavage (1994) examined peer responses in terms of their effects on subsequent revisions in an environment of peer collaboration. Many revisions were made; however, only a few of these were direct results of peer response. This may have occurred as a result of a limitation in relation to identification of revision sources.

On the other hand, it is also possible to observe some aspects of writing improve while others do not. For instance, Sajedi (2014) compared pair work, group work, and individual work with respect to participants' improvement in collaborative summary writing in a 16-week procedure. A holistic rating was applied at the end of the implementation. Content, organization and lexical aspects were observed to have improved, whereas there was found

no significant progress in relation to grammar and mechanics. It was also determined that working in pairs proved most effective when compared to groups, each of which consisted of three students, or studying individually. The findings of the study are consistent with those of Shehadeh (2011), who investigated collaborative writing in terms of its effectiveness and student perceptions. In the exact manner, developed and undeveloped areas varied, with students showing progress with content, organization and vocabulary, while they stayed stable in the aspects of grammatical accuracy and mechanics. The second finding of the study conducted by Sajedi (2014) was contrary to the results obtained by an earlier study (Dobao, 2012), in which it was demonstrated that working in groups proved more effective than in pairs.

Gathering student opinions and perceptions towards procedures involved in collaborative writing is of great importance, as it may help uncover problems that might arise in the process and solve them. There have been reports on positive student attitudes towards such practices in EFL classrooms (Chen, 2018; Dobao & Blum, 2013; Mishra & Oliver, 1998; Roskams, 1999; Shehadeh, 2011). Dobao and Blum (2013) attempted to discover perceptions of different sets of students who worked in pairs and in groups of four in a writing class of Spanish as a foreign language. Impacts of collaboration were perceived as positive by students. While pairs expressed that they had been in active participation, students in groups stated that they had more chances to share ideas and knowledge. These results concur with those of a study carried out by Chen (2018) who concluded that students, working in groups collaboratively, focused on benefits of collaborative work in terms of aiding in problems-solving and use of effective writing strategies. Roskams (1999) also researched attitudes of EFL students towards peer work and peer assessment practices. Overall reactions were positive, although some students expressed concerns over the fairness of such an assessment.

Even though research demonstrates that perceptions of EFL students on the practices incorporating collaborative tasks are positive overall, there may be found drawbacks to these tasks. For instance, Zhang (1995) claims that affective advantages of pair work perceived in L1 writing cannot be observed in the same manner in ESL or EFL classes. In this respect, Nelson and Carson (1998) studied peer response groups and their perceptions of interactions they had in pairs through videotaping of these interactions in an EFL setting. Students generally preferred teacher comments rather than receiving peer feedback. They also perceived peer comments on grammatical aspects of the writing as ineffective.

Given that research on collaborative writing focuses both on positive and negative aspects of the mentioned practices from cognitive and affective perspectives, as well as opinions of students who find them utterly beneficial or reflect on the disadvantages, it is required to take measures by paying attention to all these considerations. Designing collaborative environments for EFL students may be demanding. Teachers ought to set the standards in the beginning of the course and establish a collaboration environment in which shared trust is present among learners. Regarding this issue, Wilhelm (1999) provides a very extensive guidance on what to do and what not to do in the process of designing collaborative tasks or environments for students. In this study, suggestions are compiled under five different titles, which are "developing trust and interpersonal relationships", "explaining and demonstrating student and teacher roles and responsibilities", "modeling the collaborative learning approach", "nurturing feedback, reflection, and negotiation", and lastly "utilizing well-balanced, appropriate grading systems" (Wilhelm, 1999, p. 17). First of all, teachers explain and emphasize the importance of social dimension of learning, rather than expecting the students to develop that environment themselves. Secondly, a clear distinction between student and teacher roles in this kind of collaborative setting should be set. Experienced students are encouraged to orient students who have just embarked on the journey (Wilhelm, 1999). Another point is modelling the approach. Teachers, other experts or experienced students act as scaffolders in the process and help building the skills necessary in collaborative tasks. Next, teacher should give time for students to discuss and negotiate. Lastly, major requirements in relation to grading systems should be standardized, although minor ones may depend.

### **Assessment of Writing**

Just as mastering a specific skill in language learning is regarded as greatly important, assessing that skill is equally vital (Weigle, 2002). In the most basic sense, assessment can be defined as collecting information about the progress students have made, using different criteria and tools, to help teachers diagnose problems in learning. Assessment processes address the objectives of a given course, in order that teachers can test whether learners have achieved those objectives specified in the beginning (Biggs, 2012). However, the purposes of assessment are not limited to this. There may be cases where information obtained from assessment procedures could be used for a purpose that has not been intended before and this may result in outcomes not necessarily priorly designed (Harlen, 2005). As well as

summarizing learning and indicating the degree to which students fulfill the requirements of a course, it may aid learning itself. This is where different sorts of procedures associated with assessment objectives come into play.

The two most commonly recognized types of assessment are summative and formative assessment. They differ in terms of the purposes they enable to achieve. Summative purposes generally include evaluation of the achievement of learning outcomes, placement, or decisions as to promotions (Dixson & Worrell, 2016). Final papers or high-stakes exams can be given as examples of this sort of assessment. On the other hand, formative assessment is concerned with utilizing the information obtained from the assessment procedures so as to "identify learning needs and adjust learning" (Looney, 2011, p. 7). Taras (2005) expresses the necessity of feedback for formative assessments, since it displays the presence of a gap between the current level of the work and the standards set.

Harlen and James (1997) focus on the fact that it is required to provide teachers with assistance in formative and summative approaches to assessment in their way of designing assessment tasks. According to Taras (2005), assessment cannot possibly be entirely formative, for instance, and summative decisions should precede it. Integrating these two or other assessment perspectives or benefitting from the different purposes each one imposes may yield positive results in this regard.

There has been a growing interest in discovering ways of assessing or evaluating writing skills of EFL students in particular. Before making decisions about which assessment types to choose or how to shape the procedures involved, Weigle (2002) proposes some "what", "why", and "who" questions for teachers or decision-makers to ask:

- What is writing achievement in assessment grounds? In other words, which specific areas are there to assess within writing skill?
- What is the exact purpose of this assessment? What are the results expected to give information about to be used for?
- Who are the students that will attend in the assessment procedures? How are their profiles? Questioning this equips teachers with ideas to design tasks in a way that enables each student to perform in the best way they can.
- Who are the assessors? How can the consistency of scoring be ensured?
- How can one make the most of the information gathered from the assessment?

- Are there constraints such as time limit or monetary issues in the process?
- What should be known about carrying out valid and reliable assessments?

The answers to these questions determine the stance to take while designing tasks for writing assessment. In doing so, different approaches to writing assessment can be taken into consideration. Yancey (1999) orders these approaches with a chronological perspective, starting with "objective testing", which coincide with the time interval between 1950s and 70s, passing to holistic scoring completed on essay writing between 1970 and 1986, and lastly mentioning portfolio-assessment as corresponding from 1986 to current times, which was 1999 at the time (p. 484). Objective testing of earlier times mostly included multiple choice items that were heavily focused on grammatical accuracy, or ones that indirectly question the areas where certain punctuation marks are placed (Yancey, 1999). Transition to more direct assessments in writing was through holistic scoring, using the text itself as reference to achievement. This would increase the validity of assessment. In this case, two, three or more texts would probably ensure an even more valid measurement of writing achievement (Yancey, 1999) and portfolio assessment comes into the scene of assessment of writing skills.

Portfolios consist of students' writing samples collected over a period of time. They may seem ideal particularly for EFL students, as Hamp-Lyons and Condon (2000) assert, timed writing is considered as injustice towards non-native speaker writers. Portfolios may provide various benefits such as supporting extensive revision, keeping track of student progress and urging students to take responsibility for their learning (Song & August, 2002). Nezakatgoo (2011) conducted a quasi-experimental study in which impacts of portfolio-based assessment on EFL students' writing achievement were examined, taking final exam scores as a measure. Results were consistent with earlier research indicating benefits of portfolio assessment.

Keeping up with the developments as mentioned by Yancey (1999) and allowing for the parameters that determine the most appropriate type of writing assessment (Weigle, 2002), one can choose among different options. New course designs may be offered, as well, by blending various perspectives on assessment.

## **Assessment for Learning**

The perspective of assessment for learning, as opposed to assessment of learning, is frequently associated with formative assessment. However, it is given a separate place in this review, since the root motivation of the current study is to enable student to improve writing skills mainly through assessment processes. Viewing assessment tasks or tools as means of learning activities has been an issue of interest for some time now (Brown, 2005; Earl, 2012; McDowell, 1995; Rust et al., 2003; Sardareh & Saad, 2012). Both assessment of learning and assessment for learning perspectives can be benefited from in their own ways (Stiggings, 2002); nonetheless, there is an extensive body of research that supports the idea of merging assessment and instruction and puts forward that this leads to an increase in the realization of learning objectives and outcomes (Wiliam, 2011).

Black et al. (2003) mention four important points to consider while studying on assessment for learning, which are "questioning, feedback through marking, peer and self-assessment by students, and the formative use of summative tests" (p. 31). The present research is particularly interested in feedback and peer assessment perspectives. One of the essential parts of processes in assessment for learning is feedback. "If assessment is to be integral to learning, feedback must be at the heart of the process" (Brown, 2005, p. 84). In this regard, feedback can be thought as a necessity for both teachers and students. First, formative assessment helps teachers receive feedback about the levels of student progress (Heritage, 2007). Next, students also should be receiving feedback about their own improvement. Teacher feedback plays a crucial role in increasing student motivation, eventually leading to benefitting from formative practices more (Heritage, 2007). Despite this, in a study carried out by Lee (2007), who investigated the functions of teacher feedback in relation to the triangle of teaching, learning and assessment, it was found out that teacher feedback concentrates heavily on a summative way of assessing writing. Stated in other words, rather than assessment for learning, teacher feedback serves predominantly for the aim of assessment of learning. This may urge one to consider other feedback types or approaches to assessment, such as peer feedback and self- and peer- assessment practices, which are also other issues included in the list provided by Black et al. (2003). Liu and Carless (2006) view peer and self-assessment as more contributing to learning than they do for assessment purposes. They may be regarded as tools to enhance learning and activity opportunities for students to enjoy. Details on peer and self-assessment issues are provided in the next section of the review, "Peer and Self- Assessment".

## **Peer and Self- Assessment**

Self and peer-assessment practices are among key components of formative assessment or assessment for learning. They are regarded as offering a great number of pedagogical benefits (Patri, 2002). For instance, they render it possible for not only tutors but also students to (1) describe learning outcomes of the work assessed, (2) have meaningful conversations, and (3) focus more on the process than only the end-product (Orsmond et al., 2000). There may also be other reasons than academic ones behind the increase in opting for these practices (Hanrahan & Isaacs, 2001). It could be argued that administrators decide on utilizing them in terms of time efficiency they provide for teachers. The urge to integrate these approaches in the classroom may be due to desire for quality or for reducing costs (Topping, 2003).

Beginning with self-assessment, Andrade and Du (2007) view it as "feedback for oneself from oneself" (p. 160). This comes to mean that self-assessment focuses more on assessing oneself throughout a process than grading. According to Black and Wiliam (1998), self-assessment is not a luxury but an indispensable part of formative assessment. There are some points to pay attention to for teachers and students in the implementation phase of self-assessment, which are expressed by Boud (1995) as "a clear rationale, explicit procedures, reassurance, and confidence" (p. 182). Firstly, reasons and motivations behind the particular activities should be clearly explained to the students. Secondly, it should be made sure that students are aware of what is expected from them. Another point is that they should feel safe and not feel threatened in order that they can frankly reflect on their own performance (Boud, 1995). In other words, they should not feel the worry that the information they provide about themselves could be used against them at a later stage. Finally, students should trust that other students will act honest in their assessments, as well. Taking these arguments into account, self-assessment tasks can be designed in ways that benefit both students and teachers.

Turning now to peer assessment, which is one of the main foci of this research, it is a process which entails student to give their peers feedback, grades or both, "on a product, process or performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov, 2007, p. 132). Peer assessment could be utilized for both summative and formative goals. It is generally aimed at promoting learning through these formative goals (Li et al., 2010). Peer assessment and peer feedback provide students with opportunities to play active roles in their own learning (Liu & Carless,

2006), which may not always be possible otherwise. Students co-construct knowledge and meaning, which is one of the main premises of social constructivist theory of learning. According to Pope (2001), peer rating processes also have a facilitative effect on learning. Cognitive, affective and socio-cultural benefits that might be provided by peer assessment were detailed by Topping (1998). From a cognitive perspective, time allocated on a particular task increases, as do engagement and practice (Topping, 1998). Moreover, earlier identification of errors or misconceptions can be achieved, therefore resulting in a more individualized and immediate feedback (Topping, 1998). Affective benefits can be expressed as a sense of ownership and responsibility, along with increased motivation. Development of teamwork skills, as well as verbal and negotiation skills, promotion of active learning, criticizing and learning to be criticized are among benefits of peer assessment for students' social skills (Topping, 1998).

A considerable body of research has focused on peer assessment or peer review processes in general (Ballantyne et al., 2002; Bostock, 2000; Kollar & Fischer, 2010; Van Zundert et al., 2010), for writing skills (Topping et al., 2000; Van den Berg et al., 2006; Xiao & Lucking, 2008) and in EFL contexts (Azarnoosh, 2013; Lee, 2007; Matsuno, 2009; Tsai & Chuang, 2013; Zhao, 2014). Tsai and Chuang (2013) examined structured peer assessment and it was revealed that students who were trained to participate in this sort of assessment turned out to be more critical of their work and revised writing better after the implementation. In order to address student concerns related to quality of peer feedback, Zhao (2014) carried out a study in which EFL students attended to nine peer assessment tasks in writing, after eliciting these concerns first. Continuous teacher support in the procedures proved effective in changing student perceptions towards peer assessment. In another study by Matsuno (2009), peer and self -assessment mechanisms were investigated in comparison to teacher assessment in an EFL writing classroom. Results indicated that while self-assessment was found to be of limited in term of being used in formal assessment settings, peer assessors were internally consisted and less biased.

A great proportion of studies about peer assessment has been conducted with regards to validity and reliability matters. Research yields contradictory results on the issue. To give an example, while a study carried out by Salehi and Masoule (2017) revealed a high rate of correlation between peer and teacher produced grades in written work, Chang et al. (2011) concluded in their study that there was no consistency between peer and teacher assessment grades in a web-based environment of peer assessment.

In fact, Falchikov and Goldfinch (2000) run a meta-analysis of studies that compare grades given by peers and teachers. Peer assessments were more compatible with teacher assessments when criteria were clear and included global judgements rather than individual opinions. In addition, studies with high quality experimental designs indicated more valid peer assessment.

Experimental research in which peer assessment is integrated into the course design is required to gain further insights into the dynamics that affect the implementation. Cho et al. (2006) also carried out a very extensive study on validity and reliability issues related to peer generated grades with the participation of 708 students over a three years span. They investigated what students thought of peer generated grade, as well. According to the results of the study, while students perceived a low reliability and validity of the grades provided by peers, they were in fact high in terms of reliability, and as valid as teacher ratings. In this respect, concerns over validity and reliability of peer assessment should not hinder teachers from implementing it as long as appropriate scaffolds are provided (Cho et al., 2006).

Another topic of discussion could be being an assessor or assessee in peer assessment settings. It is not clear how these roles influence learning (Li et al., 2010). Li et al. (2010) carried out a study in which students anonymously rated their peers and worked on their own studies by receiving peer feedback, and the results were intriguing. The more quality feedback students provided to their peers, the more progress they recorded in their own work. However, the same result was not valid for receiving feedback, since there was no direct link found between the received feedback and student's own final work. When looked at the issue from students' perspective, it can be seen that they also perceive similar outcomes. In a study conducted by McCarthy (2017), it was aimed to discover student attitudes towards different feedback models. The results demonstrated that students felt that they benefitted more from the opportunity to give feedback than receiving feedback from their peers.

It is also of great use to ponder upon peer feedback in more detail for a deeper understanding of mechanisms underlying peer assessment. Peer feedback is comprised of judgements, qualitative comments or grades provided by peers during formative peer assessment tasks (Gielen et al., 2010). The assessor benefits from the process by getting exposed to different approaches in other students' works, as well as by absorbing the criteria which are used in giving feedback (Topping, 1998). Assessee might also draw advantages from receiving feedback. However, it cannot be alleged that every feedback is supposed to result in student progress (Kluger & DeNisi, 1996). The quality of feedback and the role it plays are important

for self or peer-assessment to be effective (Wanner & Palmer, 2018). On the other hand, Topping (1998) asserts that even if quality of peer feedback is not as much as teacher or professional feedback, the fact that it is immediate and frequent compensates for this. Still, though, peer feedback ought to have some features that render it effective. In this regard, Gibbs and Simpson (2005) draw on particular circumstances under which peer feedback can be regarded as contributing to learning. First of all, feedback should be frequently provided, possibly at certain intervals and as small chunks. It should also be on-the-point and very specific. Secondly, student performance and learning are on the focus, rather than students themselves or only the grades they are given. In fact, Liu and Carless (2006) discuss that use of grades during the peer assessment procedures can weaken the impact that peer feedback exerts on student learning. Another condition mentioned by Gibbs and Simpson (2005) is the timeliness of feedback. When peer feedback is not received on time, its relevancy disappears, and it becomes meaningless. Next, criteria should be explicitly stated, and students should be aware of the objectives of the tasks while receiving feedback accordingly. Topping (1998) puts forward that rather than correctional and didactic, feedback should be suggestive and formative in order to lead to a higher effect size. Peer feedback should also be attended to (Gibbs & Simpson, 2005). There may be created a motive for students to take the feedback seriously. Lastly, students are encouraged to act upon the feedback. This may be enabled by assigning them tasks after the feedback sessions are over. Taking these points into consideration might be useful for teachers or implementors while creating peer assessment contexts.

Research has also largely accumulated on comparisons of peer versus teacher feedback (Gielen et al., 2010; Paulus, 1999; Yang et al., 2006). Nonetheless, there is no consensus about which type of feedback yields the most positive results and is most effective in enhancing learning (Nelson & Schunn, 2009). Yang et al. (2006) implemented peer feedback and teacher feedback opportunities for two EFL groups in a writing skills course in order to examine if peer feedback could be used as a resource in tertiary education. Although peer feedback was perceived as a means to learner autonomy, teacher feedback was predicted to lead to greater progress in writing. Likewise, Paulus (1999) investigated the effect of peer and teacher generated comments on revision in an ESL writing setting and observed that students were making more use of teacher comments to make changes in their work. On the other hand, experimental research carried out by Gielen et al. (2010), in which effects of peer and teacher feedback in the long term on writing performances were examined, showed

no significant difference of writing performance between groups who received peer and teacher feedback. The findings also suggested that peer feedback could replace teacher feedback in the long run.

Seeing the issues of peer assessment and peer feedback through student lenses is likely to provide more insights into how to implement such practices. Student perceptions and attitudes can therefore be seen as guidelines in applying the mentioned perspectives in the classroom. Hanrahan and Isaacs (2001) suggest that although there may be problems in implementation or students can have difficulties throughout the process, they benefit from peer and self-assessment. Wen and Tsai (2006) collected opinions from 280 university students as to gain insights into student attitudes towards peer assessment. It was found out that students with a prior experience in peer assessment practices had more positive attitudes. Furthermore, students believed that grades obtained from peer assessment should comprise only a small proportion of the total score. There could also be student concerns over the fairness of getting assigned a grade by a friend. In Cheng and Warren's (1997) study, where students were interviewed before and after a treatment of peer assessment and changes in student perceptions towards the practices were analyzed, while students changed their perceptions from positive to negative in general, they did not do so about the fairness issue, when asked whether they felt they had done a fair and responsible assessment for their peers. Very few of them believed that first year university students could carry out peer assessment fairly and responsibly. On the other hand, positive aspects of peer assessment were reflected on by students in an interdisciplinary study conducted by Planas Lladó et al. (2014), both before and after the implementation process. Students found the intervention motivating. Negative perspectives were also mentioned, such as distrust in their peers' abilities of assessment.

All in all, various problems might arise concerning the implementation of peer assessment or from student perspective; however, they are not supposed to be reasons to abandon the approach, but rather the problematic areas should be put under the microscope. More experimental research may shed light on possible solutions to current problems encountered in peer assessment contexts. The present study aims to fill in this gap in the literature and include peer assessment activities in a writing skills course.

## **Rubrics for Assessing Writing**

Rubric can be defined as "a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor" (Andrade et al., 2009, p. 287). Rubrics are not only ascribed to assessment purposes, though. They are also used as teaching and learning tools, contributing to the development of student thinking (Andrade, 2000). Rubrics with instructional values can equip student with the scaffolding required in the way of turning into self-regulated writers (Saddler & Andrade, 2004). Scaffolding is one of the key terms tackled in this study, thus rubric development can be regarded as the first step in applying this perspective in the classroom.

A point to pay attention to while using rubrics in the classroom is to initially inform learners about what is expected from them. According to Sundeen (2014), when explicitly taught in the beginning of the writing process, rubrics prove more effective in terms of improving performance. This is also advised to be done in the processes of "planning and goal setting", "revising" and "editing" (Saddler & Andrade, 2004, p. 49). In the first phase, students are clearly informed about the expectations of the course, teacher or a particular task through the assistance of a rubric. Next, rubrics provide pointers for students in their revising stage, while looking back and trying to identify strengths and weaknesses in their writing. Lastly, rubrics are of great use in the editing step, which is highly crucial for writers, since students may not realize some mistakes at first sight but could remember points to consider when using the rubric.

For a rubric to be qualified as effective, it also needs to be used by different raters for a particular assessment task and similar scores should be obtained (Ghalib & Al-Hattami, 2015). That is to say, it ought to have a certain degree of inter-rater reliability. Validity is also an issue to pay attention to while designing rubrics. In this study, reliability and validity processes of the designed rubric were completed before student and lecturer use.

Holistic or analytic rubrics can be opted for in classroom use. Research has been conducted on comparisons of holistic versus analytic options (Carr, 2000; Ghalib & Al-Hattami, 2015; Wiseman, 2012). There may be advantages and disadvantages to each rubric type, however, what counts most is the main purpose behind using one. Holistic rubrics are claimed to focus more on the total performance or end-product (Finson & Ormsbee, 1998), thus can be said to act product-oriented. Analytic rubrics, on the other hand, are concerned with each separate component of writing and analyze the features related to these components individually. In

accordance with what different parameters imply, such as aim of the assessment or task type, relevant rubric type can be designed or adapted.

Providing students with criteria has utmost importance especially in peer assessment settings. A way to ensure that passes through giving them a solid form. Therefore, a preliminary objective of this study was to create a special analytic rubric crafted for the needs of the students participating in the implementation.

### **Peer Scaffolding**

Although scaffolding has already been discussed in this review in the section "Social Constructivism and Writing", peer scaffolding is given a special place in this section. The reason for this is that the term peer scaffolding in the current is used in a sense that incorporates both sociocultural aspects and assessment of writing skills. Now that both perspectives have been touched upon, peer scaffolding and its place in this research can be clarified better.

Scaffolding has previously been defined as a temporary support provided by teacher or peers until the desired outcomes in learning have been achieved and internalized. In this respect, both teachers and students can take the responsibility of a scaffolder. Pritchard and Woollard (2010) lists the characteristics of teacher as a scaffolder as "teacher as support, teacher as prompt, teacher as critical listener, teacher as provider of feedback, teacher as simplifier, teacher as motivator, teacher as highlighter, and lastly teacher as model" (p. 39). Each of these features can be, and is aimed to be, adapted to peer scaffolder versions in the current study. First of all, students can support each other, as well, especially during the actual writing phase of process writing. Coming up with new and creative ideas, they may provide suggestions on different parts of a piece of writing. Secondly, peers can also act as prompters by asking relevant questions, even if it is for their own understanding of text. Critical listening may occur in the re-writing phase of the writing process or discussion sessions where students exchange ideas and clarify the feedback they have given or question the one they have received. Providing feedback is also not specific to teachers. Students may even know better the parts that their peers have problems with, since they are going through the same stages at the same time. After learning from their mistakes, they could show their peers and pass this tradition like a chain reaction among students. Simplifying problems is also related to this process. Once a peer figures out a problem, they may use a language that is more understandable compared to a teacher. Motivation is another benefit which could be

gained by collaborative activities. Students may encourage each other during difficulties by showing support. Highlighting important points could also be actualized during discussion sessions. By pointing out the points they find more important, peers may contribute to each other in different aspects. Finally, being a role model may not exactly be what peers focus on; nevertheless, it is necessary to bear in mind that each student may be competent in a different area. When they come together, they also bring their knowledge of various subjects, often differing from each other's.

The present study aims to ensure peer support through peer assessment. Students are predominantly encouraged to support each other during peer assessment tasks, by means of above-mentioned methods. Thus, peer scaffolding, within the context of this research, is a term that embraces peer collaboration, peer interaction, peer assessment, peer feedback and peer support.

### **Corpus Linguistics**

In linguistics, a corpus can be defined as "a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description" (Kennedy, 2014, p. 1). Therefore, corpus linguistics is concerned with analyzing large and principled data obtained from naturally occurring language through the use of computer-assisted techniques (Conrad, 2000). Kennedy (2014) groups activities associated with corpus linguistics into four areas. Compiling corpus is the first area. Researchers working in this field aim to collect texts, design and compile corpora, and store them for upcoming analyses. The second group of researchers focus on developing tools for the purpose of analyzing corpora. Modelling of linguistics theories can be achieved through such tools (Kennedy, 2004). Among these tools can be counted as examples concordancers, which enable detection of a word or phrase in context, annotation tools, or parsers. Thirdly, corpus-based descriptive linguistics provide description of lexicon and grammar, as well as the information of how often forms are used. It also tackles with probability of occurring of language use. Another group of activity includes the use of corpus-based descriptions in areas such as speech recognition and translation studies.

In addition to above-mentioned activities, usages of corpora in language learning and teaching, which is the part mainly focused on in this research, are abundant. According to Biber et al. (1998), designing classroom activities, materials development and drawing on implications from corpus-based studies are three general ways to benefit from corpora on

educational grounds, specifically for the study of language. Indirect and direct uses of corpora for classroom purposes are further detailed by McEnery and Xiao (2011), who mention reference publishing, syllabus design and development of classroom materials, and language testing for indirect uses. To begin with, corpora have been useful for lexicography in several aspects, finding its way to the classroom objectives. Machine-readable feature of corpora renders it possible for lexicographers to extract examples of usages of lexical items, which are authentic and typical, in a much faster fashion. Having the opportunity to add frequency information adds to the value of corpora in dictionaries. It is also possible to annotate corpora, which encodes extra linguistic information about a specific unit, such as part of speech, genre, register or error type. BNC (British National Corpus) is an example of readily available annotated corpus. This sort of metadata could also be extracted from corpora while preparing dictionaries. Moreover, use of authentic examples were initiated by corpus-based learner dictionaries (McEnery & Xiao, 2011). Another indirect use is constituted by designing syllabi and teaching materials. One of the most contributing fact about corpus inclusion in classroom materials is that it provides authentic language, so that EFL students can be exposed to natural and realistic examples. In EAP vocabulary teaching, for instance, corpora can be compiled from research articles specific to disciplines, especially in postgraduate settings (Jones & Durrant, 2010). Corpora can also be exploited for language testing and assessment motives. McEnery and Xiao (2011) provide examples of such objectives as archiving examination scripts, development of test materials, test marking, or validating and standardizing tests. Direct uses of corpora are associated with data-driven learning (McEnery & Xiao, 2011), in which corpus data are directly brought into the classroom. In DDL approach, learners come up with problems in mind, find solutions and draw conclusions by means of analyzing corpora using a concordance software (Hadley, 2002).

The use of corpora in the present study is for detection of error types in EFL writing before and after an intervention of peer scaffolding. In this vein, learner corpora were compiled from paragraphs written by EFL students and error tagged via UAM CorpusTool. Frequency analyses of error percentages and detection of error types were carried out.

### **Learner Corpora**

There exist different types of corpora compiled for various aims, and among these is learner corpora, which are comprised of language produced by foreign or second language learners.

They are designed based on strict criteria (Granger, 2012b), the importance of which increases even more in this type of corpus due to "highly heterogeneous nature of interlanguage" (Gilquin & Granger, 2015, p. 6) that can be influenced by several other parameters, such as learners' language levels or mother tongue. These dimensions are explained by Granger (2012a) in an attempt to draw a typology for learner corpus. Time of collection is the first dimension. Corpora can be categorized depending on whether the samples they contain were gathered at a single point in time, or over a specific time period. A second is scope of collection, which differentiates as global and local corpora. While the former focuses on large collections from a wide variety of learners, the latter incorporates smaller collections which found a basis for classroom activities or materials. Classification of learner corpora can also be done based on the target language, which is English in the present case. Learners' mother tongue may also be encountered as a determinant while creating a typology. Another distinction is between written and spoken learner corpora, which is referred to as medium (Granger, 2012a). Lastly, text types act as an element along which learner corpora may vary. According to Granger (2012a), argumentative essays and informal interviews are the two most outstanding text types, due to their being "the least constrained types of production data" (p. 12). The learner corpora prepared in this study is a local one, compiled for the purpose of analyzing EFL student errors.

### **Corpus Based Error Analysis**

Errors in writing are defined by Ferris (2011) as "morphological, syntactic, and lexical forms that deviate from rules of the target language, violating the expectations of literate adult native speakers" (p. 3). Contrary to its negative connotation, error may in fact be contributing. Corder (1981) explains the importance of carrying out analyses on learner errors from the perspectives of three identities. First, it provides information for teachers as to their students, where they stand in interlanguage, how far they have come and where they should be heading in the process of learning. Secondly, it may shed light for SLA research on the processes involved in learning or acquiring languages, as well as learning strategies employed by the students. Last but not least, learners themselves benefit from error analysis. Committing errors is in fact a strategy used by not only children who acquire their mother tongue, but also people learning a second/ foreign language (Corder, 1981).

Even though it is crucial to carry out error analysis from the teacher, researcher and student perspectives, there are certain limitations of research exploiting it. Dagneaux et al. (1998)

list major weaknesses of EA as being based on learner data that are heterogeneous, including fuzzy categories, not providing explanation for phenomena like avoidance, focusing on what learners cannot do, and providing only a static picture for L2 learning. Due to restrictions encountered EA studies, a new direction was towards corpus-based approaches to error analysis. Corpus-based research mainly deals with corpus data with a view to exploring an established theory or hypothesis and tries to validate, refute or refine it (McEnery & Hardie, 2011). In a way, corpus linguistics is used as a method when looked from corpus-based perspectives. Biber et al. (1998) mention key characteristics of corpus-based analyses as (1) being empirical, that is, actual patterns in natural texts are analyzed, (2) using a corpus or corpora for the basis of the analysis, (3) using automatic and interactive techniques through computers, (4) depending on not only quantitative but also qualitative data analysis techniques. Thus, combining EA perspectives and corpus-based approaches may yield results that can eliminate the limitations of EA. Computer learner corpus (CLC) can be considered as one of the solutions, which is "a collection of machine-readable natural language data produced by L2 learner" (Dagneaux et al., 1998, p. 165). Granger (2004) mentions distinguishing characteristics of CLC data from other approaches to collection of learner data, which are issues related to size, variability, automation. First of all, greater amounts of learner data can be stored electronically and rather quickly. Secondly, there exist abundant variables to consider while building L2- specific learner corpora, such as gender, mother tongue or L2 exposure. In this regard, Ellis (1994) cites a disadvantage of EA research as not being able to interpret or replicate because of different variables not given enough attention to. Lastly, CLC provides the advantage of automation, rather than conducting the analyses manually, especially in tackling with big corpora. The present study focuses on error analysis purposes that could be achieved through CLC.

Corpus based error analyses or computer aided error analyses (CEA) provide certain advantages over traditional EA approaches, as mentioned above. Applying CLC perspectives on student errors, Dagneaux et al. (1998) add to these benefits, mentioning generating more detailed lists of specific error types, sorting errors in various ways, having the opportunity to see errors in their own contexts, acting as a fruitful resource in developing materials in ELT. These could be actualized by first error tagging of learner corpus via certain corpus tools, which was what current research attempted to do. Tagging errors in corpora compiled of paragraphs of EFL students based on an error taxonomy specially created for participant students, this study aimed to shed light on overall error frequencies

and common error types before and after an implementation of scaffolding, as well as to examine whether there were statistically significant changes in student errors.



## **CHAPTER III**

### **METHODOLOGY**

This chapter presents methodological framework followed in the study, informing initially about the research design which demonstrates how data were collected, analyzed and processed. Research context is also described so as to provide a picture of the general climate of the setting in which the study took place, as well as key issues included in the research process. Population and sampling are introduced next, along with their characteristics relevant to the study. The following part is data collection, in which a comprehensive outlook of instruments and step-by-step explanations of procedures and treatment processes are provided. The last part of the methodology chapter outlines how data were analyzed based on different dimensions of the research and techniques utilized for each of them.

#### **Research Design**

Research approach and research design were determined in accordance with the objectives of the study, since "research design is governed by the notion of ‘fitness for purpose’" (Cohen et al., 2007, p. 78). The main aims of this research were (1) to design, propose and test a reliable and valid analytic writing rubric to be used in peer assessment settings, (2) to apply peer scaffolding procedures on first year ELT students and examine their effects, (3) to carry out a corpus-based error analysis before and after the mentioned treatment, and lastly (4) to gather student perspectives on the use of peer assessment and peer scaffolding activities in the classroom. These four dimensions of the study necessitated the use of both quantitative and qualitative research methods. Thus, a mixed methods research design was followed.

The main purpose of all quantitative research methods is to detect relationships among variables of interest by assigning values and measuring them, as well as manipulating them

most of the time (Dörnyei, 2007), which was the exact case in the present study. In contrast with such quantification of data via measurements, scores or grades, qualitative research mainly tackles with providing detailed descriptions or a more holistic view of the phenomena in question (Mackey & Gass, 2005). That is to say, a deeper understanding about events can be achieved through the use of qualitative methods. In this regard, pre-, mid- and post-test results obtained from writing performance tests, student paragraphs for pre- and post-error analysis and correlation studies for the newly developed analytic rubric constituted the quantitative data, while semi-structured focus group interviews carried out by the researcher were utilized as qualitative data sources. Since the collection and analysis of data were actualized by means of a combination of quantitative and qualitative methods, it can be said that a mixed-methods research design was followed. Researchers who adopt mixed methods in their studies regard the use of a single approach too limiting to provide answers to research problems (Johnson & Christensen, 2016). It was aimed in this study to approach the phenomena of peer scaffolding and peer assessment from different methodological perspectives.

As the quantitative part of the current study, a quasi-experimental, more specifically a repeated measures design with a single group was employed. Repeated measures designs are utilized when it is aimed for every participant of the study to take part in all conditions of the experiment. Several advantages can be obtained by choosing a repeated measures design, such as a better detection of the impact of the independent variable due to less error variation. Another important advantage is that confounding as a result of individual differences is hindered (Shaughnessy et al., 2012), since the same participants go through the same processes in the experiment. Therefore, all subjects of the study were used as experimental blocks and writing tests were applied on each of the subjects repeatedly, as pre, mid and post-test.

Another quantitative aspect of the research was to compile learner corpora of student paragraphs and detection and annotation of errors with the help of a corpus tool, whose details are shared in the title "Instrument and Materials". An error frequency analysis was later conducted. By this, it was intended to approach the same issue from a different viewpoint and see whether there were any differences before and after the peer scaffolding treatment in terms of error types and percentages.

As for the qualitative side of the research, focus group interview was specifically preferred due to its compatibility with the social constructivist nature of the study. This type of data

collection provides “a more natural environment than that of an individual interview because participants are influencing and influenced by others- just as they are in life” (Krueger & Casey, 2014, p. 35). At the end of 14 weeks, 4 focus groups were composed and interviewed in order to gain insights from students as to the effectiveness of peer scaffolding procedures.

### **Research Context**

This research was conducted in the English Language Teaching (ELT) Department of a foundation university located in Ankara, Turkey. Peer scaffolding procedures that were specifically pondered for the purpose of this study were implemented throughout the Writing Skills 1, a compulsory course offered for 1<sup>st</sup> year ELT students, for 14 weeks.

Writing Skills 1 course focuses on paragraph writing and aims to equip ELT students with necessary qualifications pertaining to the basic concepts about academic writing and other dynamics that may have an influence over writing, such as command on spelling, punctuation, vocabulary, grammatical rules or organizational issues. Different types of paragraphs are introduced to students and they are expected to write these paragraphs in the classroom during the lesson hours. Classes are crowded in general, with approximately 60 first year students. Thus, dealing with each student and providing feedback for every writing they have completed may be problematic. This leads to the pursuit of alternative ways of allocating time and sources for each individual student.

Peer scaffolding procedures were applied as a part of this course. A peer scaffolding implementation program was followed (Appendix 2). Two weeks were allocated for writing each paragraph type, conducting peer feedback sessions and holding discussion sessions. Students were first introduced to the related paragraph type by means of training materials. A brainstorming session was conducted later with the help of the lecturer on a topic decided on together. Students were to draw outlines and do in-class writings of different paragraph types. They were expected to upload their paragraphs on an online platform used mutually. Next week was for peer feedback sessions, where students used the newly developed writing rubric for the study, followed by peer discussions. Re-construction assignments were given to students as out-of-class activities, in which they edited their writing in accordance with the feedback they received from their peers. Procedures are further detailed under the title "Procedure".

## **Population and Sampling**

The universe of the study is composed of students of English Language Teaching Department at a foundation university in the 2019- 2020 academic year. Selection of the participants was conducted through convenience sampling. The sample of the research consisted of a single section attending the Writing Skills 1, which was a first-grade compulsory course at English Language Teaching Department of the foundation university in which the study was carried out. All the students participating in the course were first year ELT students.

After graduation from high school, students in Turkey take the Undergraduate Placement Test before obtaining admission to universities. Hence, the participants of the study took the mentioned exam in order to be admitted into English Language Teaching Department. The reported average English proficiency level of the students were B2 according to Common European Framework of References for Languages (CoE, 2001). Through pre-testing, it was also ensured that the students had parallel levels of writing performance prior to the treatment.

The subject group included 45 (86.5%) female and 7 (13.5%) male students. Ages of the participants varied between 18 and 22. Students had come from various educational backgrounds. Therefore, type of the high schools they attended and their departments in high schools were also inquired. Most of the participants (88.5%) were graduated from Anatolian High School, while there were also students from other types of high schools, as can be seen in Table 1. Majority of subject group students (69.2%) attended in Foreign Language Department in high school.

Table 1

*Demographic Characteristics of Participants*

|                     |                        | Frequency | Percent |
|---------------------|------------------------|-----------|---------|
| Gender              | Female                 | 45        | 86.5    |
|                     | Male                   | 7         | 13.5    |
|                     | Total                  | 52        | 100     |
| Type of High School | Anatolian High School  | 46        | 88.5    |
|                     | Basic High School      | 1         | 1.9     |
|                     | Open High School       | 1         | 1.9     |
|                     | Private High School    | 2         | 3.8     |
|                     | Science High School    | 1         | 1.9     |
|                     | Vocational High School | 1         | 1.9     |
|                     | Total                  | 52        | 100     |
| Age                 | 18                     | 21        | 40.4    |
|                     | 19                     | 18        | 34.6    |
|                     | 20                     | 8         | 15.4    |
|                     | 21                     | 3         | 5.8     |
|                     | 22                     | 2         | 3.8     |
|                     | Total                  | 52        | 100     |

Students' perceived language level and prior participation in a language course or preparatory school were reported, as well. It is demonstrated in Table 2 that 40.4% of students participated in a language course before and 32.7% of them previously studied in a preparatory school. As for the perceived language level, 50% of the students expressed that their proficiency level was in the range between B1 and B2. 40.4% of them stated their level as C1 & C2, and a minority of students (9.6%) perceived it as B2 & C1.

Table 2

*Perceived Language Level and Prior Participation in a Course*

|                                           |       | Frequency | Percent |
|-------------------------------------------|-------|-----------|---------|
| Language Level                            | B1&B2 | 26        | 50.0    |
|                                           | B2&C1 | 5         | 9.6     |
|                                           | C1&C2 | 21        | 40.4    |
|                                           | Total | 52        | 100     |
| Prior Participation in a Language Course  | Yes   | 14        | 26.9    |
|                                           | No    | 38        | 73.1    |
|                                           | Total | 52        | 100     |
| Prior Participation in Preparatory School | Yes   | 17        | 32.7    |
|                                           | No    | 35        | 67.3    |
|                                           | Total | 52        | 100     |

For the semi-structured interviews that were held at the end of the treatment, 35 out of 52 students volunteered to participate. 4 focus groups were formed, and interviews were conducted at different times.

### **Data Collection**

Data collection process was completed using various kinds of quantitative and qualitative data collection instruments and materials, comprehensive procedures of peer scaffolding as well as error annotation and tagging based on an error taxonomy created for the study.

### **Instruments and Materials**

Writing performance tests, an analytic rubric and training materials, which are quantitative data collection tools, are designed for the study. On the other hand, qualitative data collection is carried out through the implementation of focus group interviews carried out by the researcher.

### ***Writing Performance Test***

A pre-, mid- and post-test for the measurement of the writing performances of participants were designed. The pre-test was applied on students in order to achieve three aims, first of which was to ensure that all the students who participated in the study had parallel writing proficiency levels. Secondly, pre-testing was done so as to compare the results with the other tests, and this was the first step to carry out a repeated measures design. Lastly, the pre-writing test was utilized for a corpus-based error analysis; that is, identification of student error types, classification of them, creation of an error taxonomy, quantification of errors through an error tagging system. Error taxonomy created for the pre-test was also helpful for the process of designing an analytic rubric to be used in the lessons.

The mid-test was a writing exam, where students were given one of the types of paragraph introduced in the lesson beforehand and three topics to choose from, whichever they felt comfortable to write with. In the exam, students were expected to brainstorm ideas, draw an outline, the type of which they are free to decide on, and write a single paragraph. The assessment of the mid-test was carried out using the analytic rubric designed and tested for the current study.

The post test was administered to the students in the format of a final writing exam with a view to identifying the progress students had achieved. Similar to the mid-test, students were expected to brainstorm, draw an outline and finally write a paragraph, choosing one of the topics given as options. Along with the observation of progress of writing performance using pre-, mid- and post-tests, error types and whether there are any changes in the percentages of errors since the beginning of the course were examined through corpus-based error analysis procedures.

### ***Analytic Rubric***

An analytic rubric was designed and tested not only for students to have clear-cut criteria on how to carry out a writing assessment and be able to rate their peers and give them feedback, but also for the researcher and instructors to rate students' writing. For the purpose of measuring its effectiveness, the rubric went through a continuous development process of 4 weeks, with the help of expert opinions, students' contribution with their ideas, as well as an error analysis and taking into consideration the most common error types.

A first draft was prepared by the researcher. It was piloted on the students for four weeks and they were observed during this time. Furthermore, students reflected on the parts of the rubric that they could not understand or handle. Through interview protocols, they pondered on the negative and positive aspects of using such a rubric for peer assessment, the rubric's effectiveness and its ability to help students grade each other's paragraphs, as well as what could be done to improve the quality of the rubric further. Interviews were transcribed and categorized into codes. Later, a second draft was prepared in accordance with the views of students and it also underwent expert opinions for face validity and other issues, which can be found in the "Results" chapter. As a result of the piloting process and receiving expert opinions, the development of the analytic rubric was completed. Related inter-rater reliability analyses were carried out to ensure that the last version could be safely used in writing classes. For this purpose, three raters who work as English instructors in three different universities in Turkey graded the same 57 paragraphs using the rubric designed. Rater training sessions were held so as to familiarize the 3 raters with the newly developed rubric and the peer assessment procedures applied in the lessons.

In its final version, the analytic rubric includes 4 criteria, namely, organization, writing fluency, language use and mechanics, along with their subcategories (Appendix 1). Each criterion can be explained to the students in detail so that they do not get confused in how to

rate their peers' paragraphs. Moreover, each subcategory has its own explanations written on the rubric and coefficients to be used while calculating the score obtained from each category.

### ***Training Materials***

Various training materials were prepared and presented to the use of students. All the students had easy access to these materials, since they were readily uploaded on the online platform used for the course. To start with, because the experiment took place in Writing Skills 1 course, in which the focus was on paragraph writing, PPT presentations were prepared to be used by the lecturer during the teaching process of how to write 4 different types of paragraph. There were 4 paragraph types in total presented in the course, which were descriptive paragraph, cause and effect paragraph, comparison and contrast paragraph and lastly argumentative paragraph. One week was devoted to the training of one paragraph type. During this week, particulars of how to draw an outline and write that week's paragraph along with suggestions of most common grammatical structures, connectors or vocabulary items used with that week's paragraph type were discussed.

Students were also trained on how to carry out peer scaffolding. In other words, they were taught how to do peer assessment and how to use the analytic rubric while assessing and grading their peers' paragraphs so as to refrain from any kind of confusion prior to each peer scaffolding week. PPT slides that elaborate on each part of the rubric separately and provide examples of possible errors were used for this purpose (Appendix 12).

After the peer scaffolding sessions, students were expected to re-construct their writings on Microsoft Word by using the option of tracking changes so that the researcher could see which parts in the paragraph were substituted by what. A guide illustrating how to use this option and how to do re-construction was provided for the students on the online platform (Appendix 11) and they were able to check it there whenever they needed.

### ***Focus Group Interviews***

In addition to the aforementioned quantitative data collection instruments, semi-structured focus group interviews were conducted with the participants of the study at the end of the treatment process. 35 students contributed to the interviews in total and 4 focus groups were formed. Each focus group interview lasted approximately 50 minutes.

Interviewing effectively hinges on the ability to frame questions which will evoke eager and enlightening answers (Richards, 2003). In this vein, an interview guide was prepared, and 5 main sections were present, which were ice breaker questions, introductory phase, transition phase, key questions and closing part. Key interview questions centered around student perceptions on peer scaffolding sessions; whether they considered those as effective means to improve their writing performances and whether using analytic rubrics during this process facilitated it. Other detailed questions were also added to the interview guide, such as what students thought of this course overall, or how it contributed to them as teacher candidates. Expert opinion was gathered as to the appropriateness of the interview questions. Interview questions may be found in Appendix 3. Student consent (Appendix 10) was received before conducting the interviews and they were audio-recorded.

### ***UAM Corpus Tool***

Paragraphs from pre- and post- writing performance tests, which were converted into txt. files were compiled and two learner corpora were formed. Pre-test corpus was comprised of 10445 words from 52 texts and post-test corpus included 11057 words from 52 texts. Procedures as to the exact implementation of error annotation, tagging and analysis were explained in "Procedure" title in detail.

Coding of error was done through the use of UAM CorpusTool, alternative Mac version 5.1, which is a free software program that enables researchers to annotate text corpora (O'Donnell, 2008) and tag errors as a part of its various features. Error coding can be carried out by utilizing a pre-designed error taxonomy that is readily available in the tool or creating an authentic one. An error taxonomy was created for this study. A screenshot demonstrating error tagged sub-corpus using the tool can be seen in Figure 2.

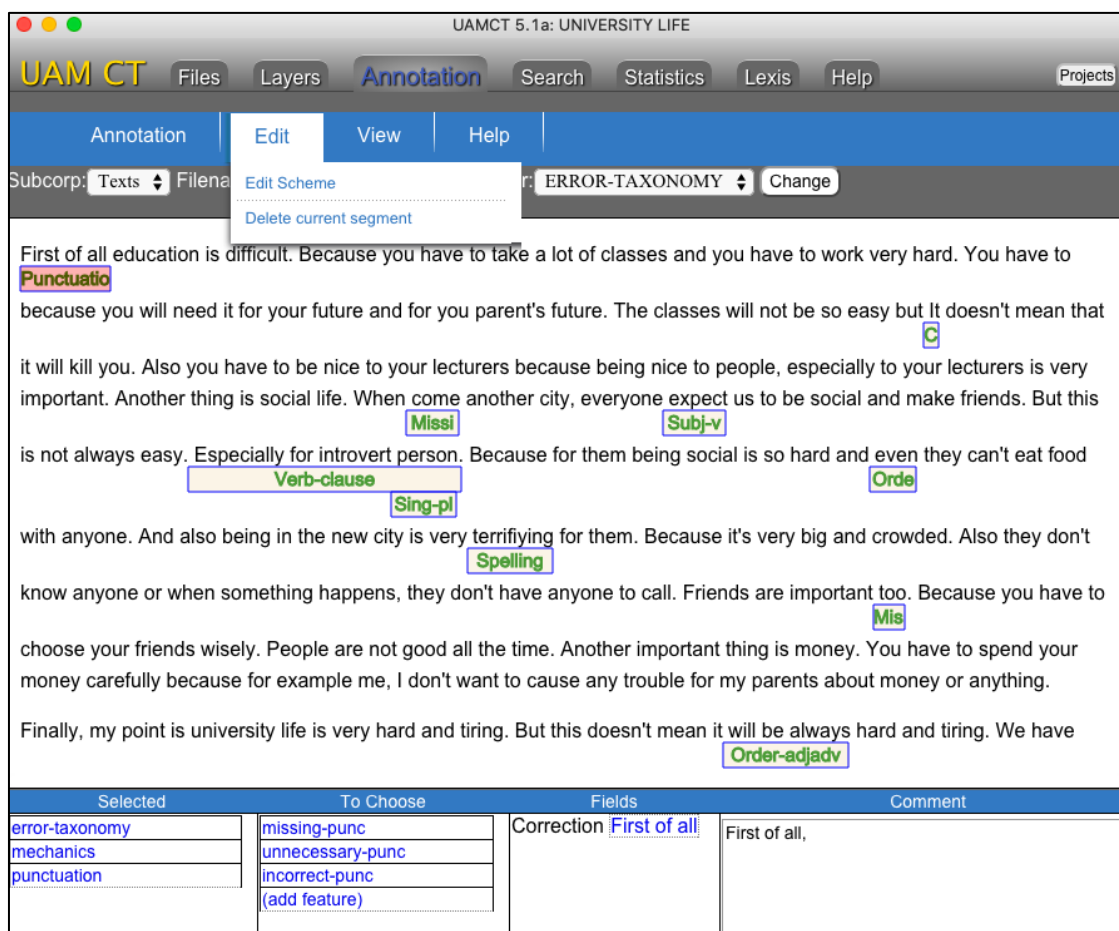


Figure 2. A screenshot of error tagged sub-corpus in UAM Corpus Tool

## Procedure

The first step before starting the procedures was the preparation of an analytic rubric for peer assessment uses of students as well as for lecturers to rate student writings. Once the necessary processes regarding the development of the rubric were completed, the experimental phase of the research started and continued for 14 weeks. One week was devoted to training about a paragraph type and in-class writing, together with brainstorming and forming outlines. Peer scaffolding sessions were held the following week. The reconstruction of paragraph was done as an out-of-class activity. During the whole process, online platforms and applications were used in order to ensure not only student access to all materials and their own paragraphs, but also saving the data of the research. Figure 3 shows the steps followed by the researcher in the data collection and data analysis process.

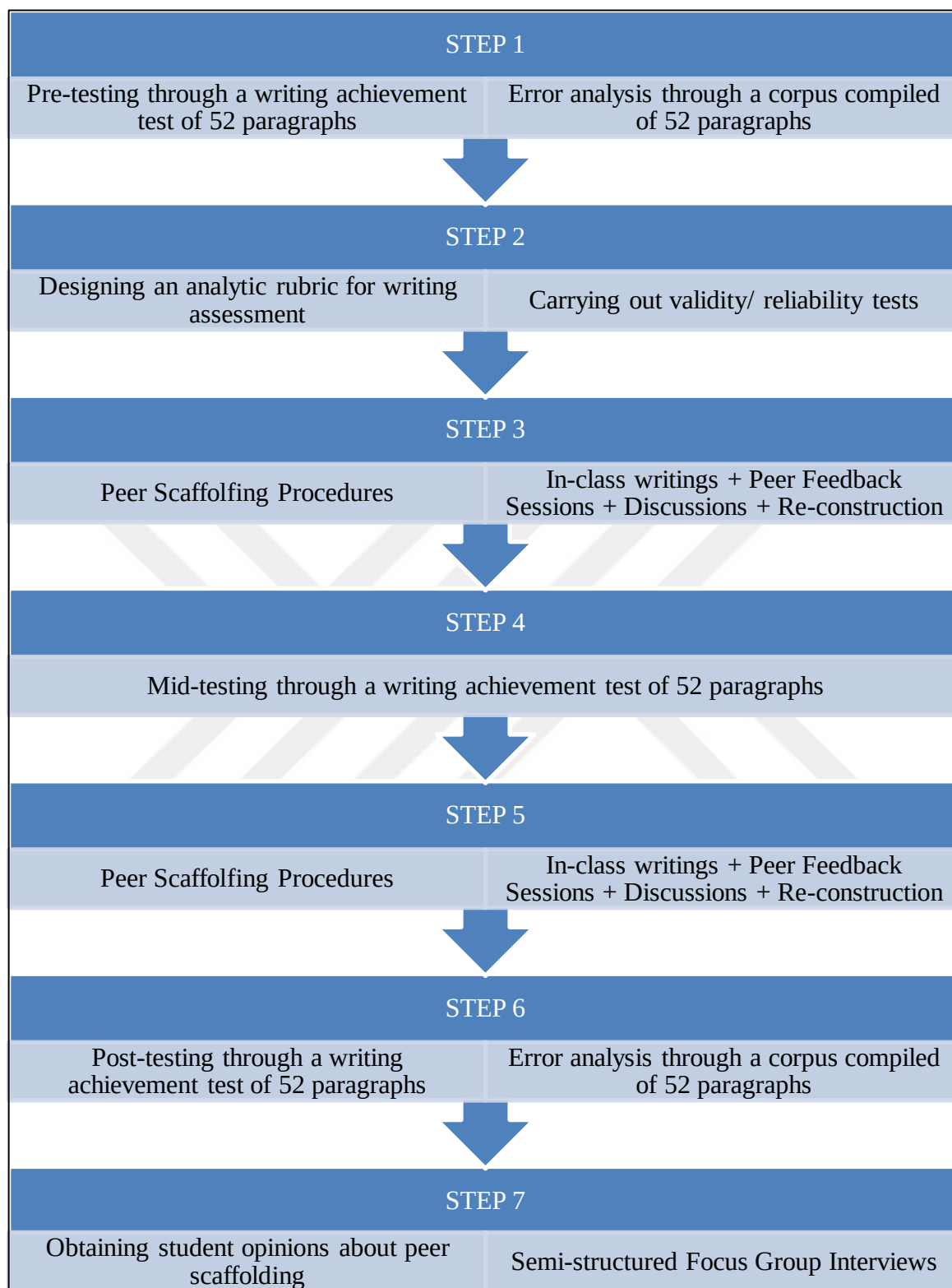


Figure 3. Procedures followed throughout the study

### *Peer Scaffolding Sessions*

In order to advance a model for peer scaffolding procedures, four main steps were specified, and students were guided accordingly (Figure 4). In the first step, students were introduced to a type of paragraph with all the details regarding how to write it thoroughly. They were also trained on how to assess a paragraph and use criteria to give scores for their peers. Later, they were requested to write their paragraphs in the classroom, during the lesson hours. The second step was a task for students to score their peer's paragraph using the analytic rubric during the peer feedback sessions, in which students only read their peer's paper, tried to find mistakes and scored it using the analytic rubric. While they were doing this, they were allowed and encouraged to benefit from various sources such as dictionaries, articles, blogs or other online platforms. In the third part, they discussed the mistakes with their peers and reflected on each other's mistakes or questioned themselves through the scaffolding they received from their peers. The last step included re-construction of their paragraph in accordance with the feedback of their peers after the sessions and discussions were complete. This was conducted in the form of an assignment. Each step within the scope of peer scaffolding is separately detailed.

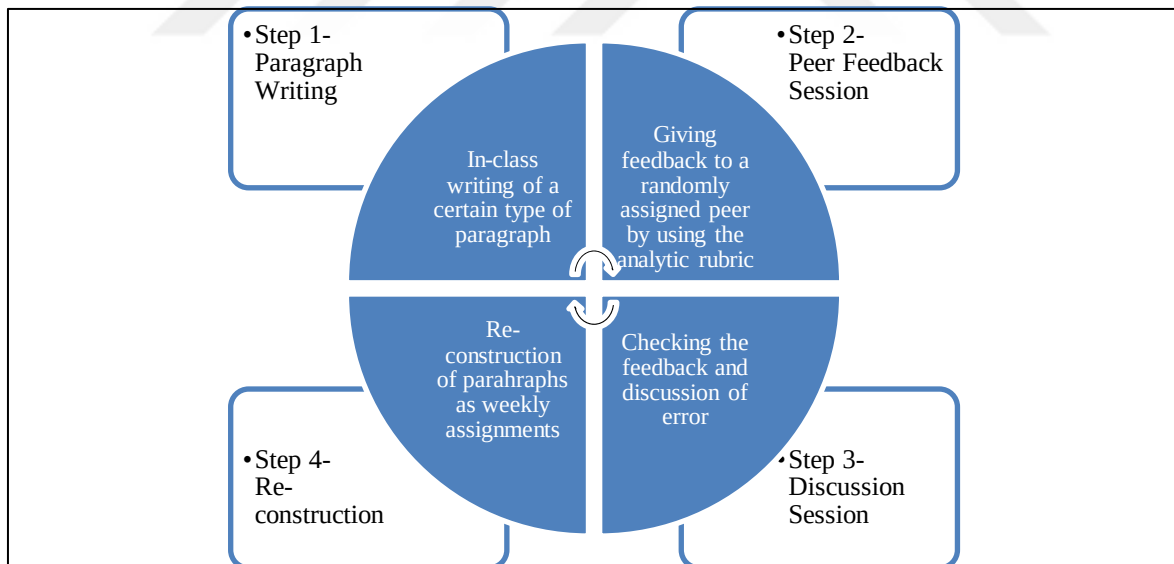


Figure 4. Peer scaffolding procedures specified in the study

#### *In-Class Writing*

One week was allocated to the training of one paragraph type and in-class writing of that type. Students were requested to write their paragraphs during the class hours. There were several reasons for this. Firstly, they were aimed not to be under the influence of anything

else when they were in other environments than the classroom. Secondly, validity and reliability of research data was aimed since it would be ensured that the paragraphs belonged genuinely to particular students. Another issue was time management skills of students. They needed to learn to complete paragraphs within a given time limit. Nonetheless, there were times when exceptions to this rule were tolerated. For instance, in the case of absence of a student, they were allowed to keep up with the lessons, whose materials were shared on the online platform of the course and complete their paragraph writing in a week's time. Besides, while students typically uploaded their paragraphs immediately after the lesson, an exception was made for those who could not finish writing in the specified time. They were allowed to complete their works during the day.

Lecturer was present during in-class writing sessions for student questions that might arise. However, students were not approved to look up other sources to contribute to their writing. This was going to be allowed in other stages, namely, peer feedback sessions, discussion and re-constructions.

After the completion of in-class writing week, it was time for giving and receiving feedback from peers. As a preparation for the next week, students brought one cope of their paragraph. Analytic rubric was supplied by the instructor.

### *Peer Feedback Session*

The second step was peer feedback sessions, carried out in the first lesson week following the in-class writing sessions. Participants were randomly assigned a peer from the student list. Peers changed for every round of peer scaffolding. Once they were matched, they received the copy of their peer's paragraphs as well as the analytic rubric. Peers did not interact during these sessions, but they only read the paragraphs, tried to spot the mistakes and gave grades using the rubric. They wrote explanatory sentences or comments on their peer's papers and found solutions to the mistakes committed or offered alternatives (Appendix 9). While they were engaged in these activities, they were encouraged to use other sources. To illustrate, they used dictionaries during suggestion of new or more advanced words to their peers. At other times when they were not sure of grammatical structures, they used the internet or asked the instructor about the correct usages.

The analytic rubric not only helped the students to decide on which areas to give how many points, but it contributed to them in the process of spotting the mistake, as well, due to the

fact that some students could not clarify what aspects there were to assess on the paper. Afterwards, they checked the rubric and specified in terms of what points they could look at the paragraph. Instructor was a supporter in this regard, guiding students whenever they were confused about what to do or when they did not recognize the terminology used in the analytic rubric. The rubric itself had also comprehensive explanations.

### *Discussion Session*

The third step of the peer scaffolding procedures was discussion sessions, which were conducted in the second lesson succeeding the peer feedback session. Interaction was necessary between peers due to a number of reasons. To start with, not every cross or circle drawn by the assessor student could have been understood by the assessee. It was an opportunity to explain what they stand for. Moreover, bringing clarification to probable misunderstandings was ensured. Another motivation of organizing discussion session was providing students with voice for the times when they did not agree with the feedback given by peers. Through disputing the issue going over the paper and rubric, they conveyed their concerns, and a consensus was tried to be achieved. They consulted a third party at times, which could be another student, instructor, or any other source of information. Sessions lasted approximately 45 minutes.

### *Re-construction of Paragraph Writing*

Upon completing the first three phases of the procedure, having received feedback from their peers and discussing their errors, students were expected to re-construct their paragraph as an out-of-class activity. In this process, they used a detailed guide prepared by the researcher on how to prepare it on Microsoft Word (Appendix 11), which was important since the researcher hoped to see all the changes made in all categories of criteria.

Re-construction basically meant replacing the problematic words, phrases, sentences or aspects in the paragraph with correct or more quality versions. It could also include the addition of new ones, or only changing their places in the paragraph. The objective in carrying out re-construction as assignments was that a certain amount of time would pass between receiving feedback and correcting mistakes. Students did it without help this time, in accordance with the feedback. They may also have made modifications after giving a second thought for other correct parts, as well.

### ***Using Online Platforms***

By using an online classroom throughout the whole process, students had open access to all the training materials. This way, absent students had the opportunity to catch up with the writing process and details of paragraph types they had missed. Others could revise the types. Additionally, students were requested to scan their outline and paragraph immediately after they wrote it in the class and upload it on the platform so that the researcher would have access to the paragraphs on an online platform. Students themselves were also able to see their prior paragraphs and make comparisons, as they improved throughout the course. Scanning was also done by using mobile applications.

Students were also responsible for turning in their assignments of re-construction of their paragraph, prepared as a Word document, on the online platform. Any announcement related to the course or lessons was shared, as well.

### ***Error Annotation***

A long procedure was followed for the purpose of carrying out a corpus-based error analysis. Error annotation was conducted through the use of a software called UAM CorpusTool. The first step in the error-analytic perspective of the study was collection of data, from which errors were spotted. To this end, two corpora were formed using 52 student paragraphs as pre-test and 52 paragraphs as post-test, making a total of 104 pieces of writing, which were converted into plain text documents. After compiling the corpora, they were added to UAM CorpusTool as a new project. Next step was identifying and classifying student errors. Pre-test corpus was examined primarily. An error taxonomy was created specific to this study by preliminary analyses where the most common error types were detected, and related literature was reviewed a second time. According to the error taxonomy created, there were 4 main error types identified, as well as various subtypes, as can be seen in Figure 5.

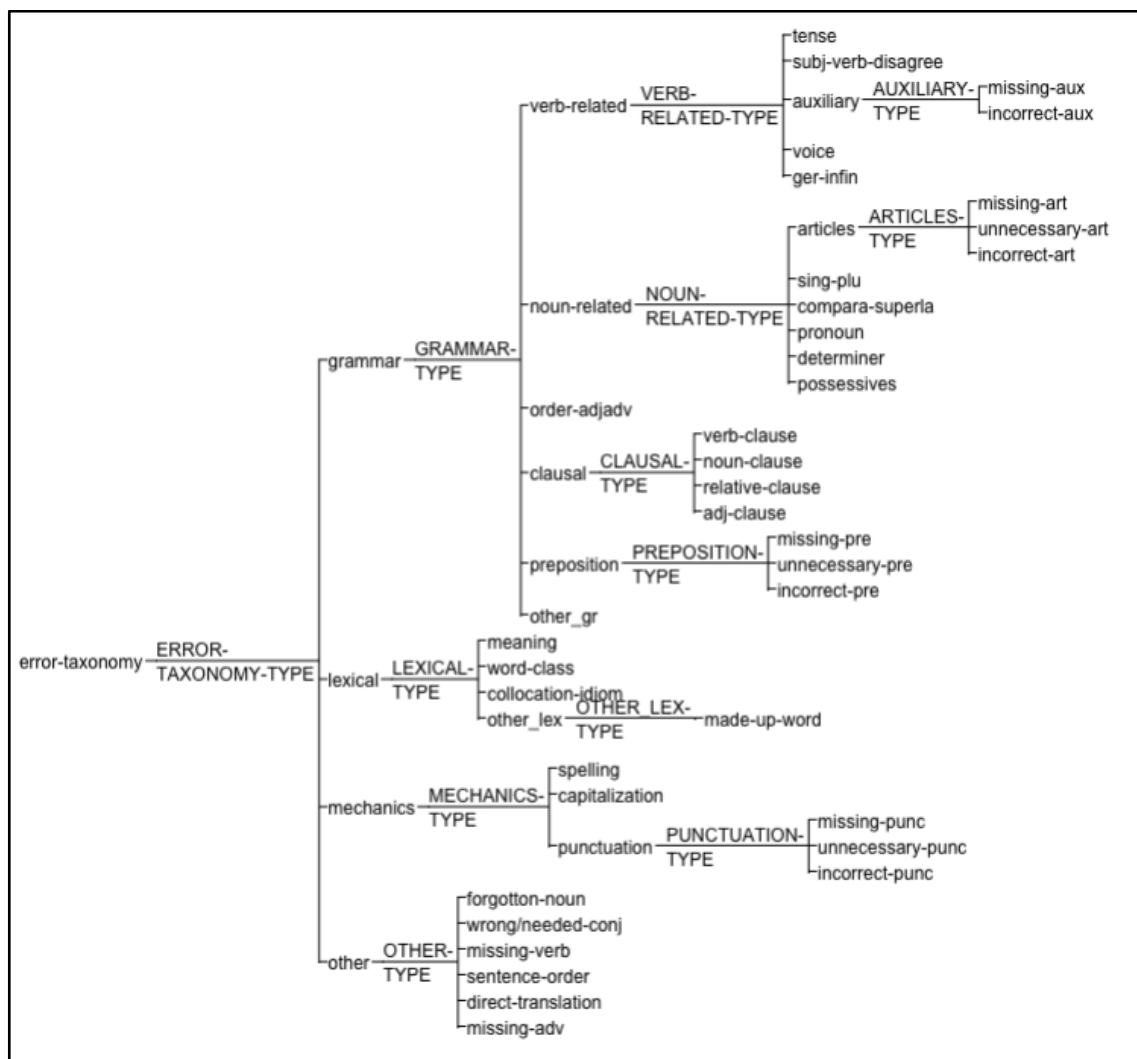


Figure 5. Error taxonomy created for corpus-based error analysis

All the paragraphs were error tagged using the error taxonomy created for the study. The last phase was quantification of errors through the features provided by UAM CorpusTool. Necessary statistical analyses were later run on SPSS statistics software.

## Data Analysis

Having collected quantitative and qualitative data, the next step was analyzing data. Diverse data analysis methods were present for four different dimensions of the study, which are demonstrated as different titles below.

### **Rubric Development**

An analytic rubric was specifically designed for this study, in order to both equip students with clear-cut criteria while grading their peer's papers and for instructors to rate student paragraphs in pre-, mid-, and post- writing performance tests. In line with this purpose, the rubric went through studies of validity and reliability. Student opinions gathered as to the effectiveness of the rubric were analyzed through thematic analysis and student feedback was received. Expert opinions were also taken into consideration. A new version was created in accordance with student and expert suggestions. As for the inter-rater reliability of the new rubric, three different raters scored the same 57 pieces of writings using the rubric. An acceptable rate of correlation among the scores was sought for, so that it could be used for the whole treatment process. Intraclass correlation coefficients were calculated using SPSS software.

### **Impact of Peer Scaffolding**

Scores obtained from pre, mid and post tests for writing performance were compared in order to find out whether the peer scaffolding process had a positive impact on student performances in a gradual manner. After a normality test of pre-, mid- and post-test data, whether to use a parametric or non-parametric test needed to be implemented was determined. Paired-samples t-test was run for pairs of data, comparing pre-test with mid-test, mid-test with post-test and lastly pre-test with post-test. The correlation between the raters was also measured to ensure reliability in scoring. In order to examine whether demographics played a role in predicting writing achievement, independent samples t-tests and one-way ANOVA were run.

### **Corpus-Based Error Analysis**

A detailed corpus-based error analysis was carried out for the pre- and post- writing performance tests. The most common student error types in pre-test corpus were identified initially. These errors were classified, and an error taxonomy was created, after which error tagging was implemented. A learner corpus was formed combining 104 pieces of writing in total. Although UAM CorpusTool had a statistics bar on which several calculations could be carried out, qualitative data were transferred from the tool to SPSS statistical software. Total numbers of words/ sentences and numbers of errors categorized by criteria in detail were

calculated and quantified through frequency analyses. Error types that changed from pre- to post- test or had a decline in number were determined. Necessary comparisons in quantity and quality of errors were made for two different sets of results and any kind of improvement in paragraph writing was aimed to be observed. Findings of error analysis were demonstrated in tables and explained, as well as extracts from the corpora to show example errors committed by students.

### **Interviews**

Audio-recorded focus group interviews were transcribed and common patterns in student answers were searched in the transcriptions. These patterns were coded and categorized under themes. Thematic analysis was utilized for this aim. Results were presented along with example student expressions. They were later interpreted as to the impacts of peer scaffolding procedures on students.

## **CHAPTER IV**

### **FINDINGS**

This chapter presents the results of the study with regards to each research question in the light of data obtained and analyzed. Reliability and validity results of the analytic rubric designed for the study, comparisons of students' writing performances before, during and after the peer scaffolding treatment, roles of other variables in writing score differences constituted the quantitative results. Error analysis findings have also been presented. Qualitative results included perceptions gathered from students as to the effectiveness of peer scaffolding and peer assessment procedures.

#### **Development of Analytic Rubric**

Preliminary analyses were required in order to ensure that the instruments used during the treatment were valid and reliable. For this purpose, a new analytic rubric was designed specifically for peer assessment settings to be used in this study. It was also aimed to contribute to related literature with an up-to-date, valid and reliable rubric, which has a particular use.

#### **RQ1: Is the analytic rubric designed for peer feedback sessions effective in measuring writing performances of first year ELT students?**

For the purpose of measuring the effectiveness of the analytic rubric to be used in peer feedback sessions, student experiences of using the first version of rubric and expert opinions were gathered and analyzed. Inter-rater reliability analyses were conducted, as well. A statistical agreement among raters who used the newly developed analytic rubric to score the same students was sought for.

Audio-recorded interviews that investigated students' shared experiences of using the first version were transcribed and categorized into codes and themes. Main codes that emerged from interview data for the theme of rubric use in general were "Detecting Mistakes Easily", "Objective Assessment via Rubric, "Learning How to Grade a Paper", "Contribution to Writing Process" and "Helping Students with Re-construction Assignments" (Table 3). Students were positive about using a rubric while participating in peer assessment activities.

Table 3

*Emerging Opinions for Rubric Use in General*

| Emerging Codes                           | Times Mentioned | Example Statements from Interview                                                    |
|------------------------------------------|-----------------|--------------------------------------------------------------------------------------|
| Detecting Mistakes Easily                | 7               | <i>We can see mistakes easily with a rubric because it is divided into sections.</i> |
| Objective Assessment                     | 6               | <i>Before the rubric, I was grading my friends very generous.</i>                    |
| Learning How to Grade a Paper            | 4               | <i>It is useful while deciding what grade to give.</i>                               |
| Contribution to Writing Process          | 4               | <i>I sometimes can't find anything to write and I remember the rubric details.</i>   |
| Helping with Re-Construction Assignments | 2               | <i>I did my re-constructions looking at them, so I think it was beneficial.</i>      |

Students expressed their opinions as to the first version of the rubric after a 4-week trial period and articulated the areas that needed adjustment. Table 4 illustrates the emerging opinions for the first draft, on which students expressed their criticisms. The most common needs included more specification and details, explanations for items in the rubric and definitions of terms.

Table 4

*Emerging Opinions about the First Draft of the Rubric*

| Emerging Codes         | Times Mentioned | Example Statements from Interview                                                                                                                 |
|------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Need for Specification | 4               | <i>If it can be more specific, you can exactly see why you have to give grades.</i>                                                               |
| Need for Details       | 3               | <i>Organization is 6 points, but should I give 3 points or 4 points out of 6?</i>                                                                 |
| Need for Explanations  | 2               | <i>It should include the explanations of how to evaluate the things, the teacher might explain it, but it should be written on the form, too.</i> |
| Need for Definitions   | 2               | <i>It would be better to see definitions. I mean, what exactly coherent means, for example.</i>                                                   |

The rubric was updated by taking into account student comments. Student opinions were collected again after using the last version of the rubric. Emerging opinions as to the last version of the rubric were presented in Table 5. Students stated that the new version was

more specific, easier to use, clearer and more organized. Although some claimed that it was more complicated, they generally found it more effective. One student expressed that she would use it as a teacher in the future.

Table 5

*Emerging Opinions about the Last Version of the Rubric*

| Emerging Codes             | Times Mentioned | Example Statements from Interview                                                       |
|----------------------------|-----------------|-----------------------------------------------------------------------------------------|
| Specification              | 4               | <i>You can find more mistakes when it is more specific by being section by section.</i> |
| Easier to Use for Students | 3               | <i>The second form is for learners and the first one was for lecturers.</i>             |
| More Complicated           | 3               | <i>The second rubric is not simpler than the first one.</i>                             |
| Clearer                    | 2               | <i>...but in the second one, it is clearer what grade to give.</i>                      |
| More Organized             | 2               | <i>This rubric feels more organized because each part has its own requirements.</i>     |
| Future Use                 | 1               | <i>When I become a teacher in the future, I think I will use the same rubric.</i>       |

Expert opinions were also gathered in the updating process. Experts were two faculty members working in English Language Teaching Departments who are specialized in both testing & assessment and teaching writing. Predominant suggestions included: a) adding clarifications in descriptors, b) adjustments in wording, c) formatting changes, and d) modifications in main section titles. Necessary inclusions and adjustments were completed. Last version was created, and final analyses were conducted.

Intraclass correlation coefficient (ICC) was calculated for inter-rater reliability of the last version of the analytic rubric. The test was performed on a sample of 57 pieces of writing graded by 3 independent raters. Two of these raters are lecturers of English who work in two different universities in Turkey, and one of them is a research assistant who assists writing courses in a foundation university. First a normality test was carried out to examine whether the data were normally distributed, which was necessary since it is assumed that the data is normally distributed for the ICC value to be applied. A Kolmogorov- Smirnov test showed normal distribution of data ( $p>0.05$ ). After ensuring the normality of data, the intraclass correlation coefficient (ICC) was calculated for the analysis. ICC measures how closely more than two groups' data resemble each other in terms of certain traits determined for the study. In the case of this research, it was used to measure the inter-rater reliability between the scores given three raters.

Mean estimations as well as 95% confidence intervals (CI) were reported for the inter-rater reliability of the rubric. As can be seen in Table 6, the average measure ICC for inter-rater reliability of the rubric overall was between good and excellent, being .855 with a 95% confidence interval from .771 to 0.911. ( $F(56,112)= 7.431, p<.001$ ). This result indicates that the rubric can be regarded as reliable.

Table 6

*Intraclass Correlation Coefficient Results for the Reliability of Analytic Rubric*

|                     | Intraclass<br>Correlation | 95% Confidence Interval |             | F Test with True Value 0 |     |     |      |
|---------------------|---------------------------|-------------------------|-------------|--------------------------|-----|-----|------|
|                     |                           | Lower Bound             | Upper Bound | Value                    | df1 | df2 | Sig  |
| Single Measures     | .662                      | .528                    | .772        | 7.431                    | 56  | 112 | .000 |
| Average<br>Measures | .855                      | .771                    | .911        | 7.431                    | 56  | 112 | .000 |

Finalized version of the rubric is comprised of four main parts, namely, organization, writing fluency, language use and mechanics. Each part is divided into more specific criteria, each of which has been assigned with an index value. The scale of values includes 4 levels of quality, which are excellent, good, average and poor (Appendix 1).

## Quantitative Research Findings

Peer scaffolding was implemented on 52 students who studied at ELT Department of a foundation university in Ankara, Turkey. They were enrolled in Writing Skills 1 course which was offered in the first semester of the department. All of the participants were in the same single group who received treatment and were measured repeatedly. Demographic information that belongs to participants was presented in the methodology chapter.

Quantitative analyses carried out in accordance with each research question are demonstrated in tables. The quantitative findings presented include comparison of pre-, mid- and post-test results of the subject group, as well as results of the analyses run for the roles of gender, perceived language level, and prior participation in a language course or preparatory school. Lastly, results of the error analysis are included with frequencies of error types and comparison of pre- and post-test in terms of error percentages.

Before the examination of research questions with relevant analyses, normality tests were conducted in order to find out if data were normally distributed. Kolmogorov Smirnov and Shapiro-Wilk significance values were higher than 0.05 for pre-, mid- and post- writing tests, hence the data presented normal distribution (Table 7).

Table 7

*Normality Test Results for Pre-, Mid- and Post-Test Data*

|          | Kolmogorov-Smirnov |    |      | Shapiro-Wilk |    |      |
|----------|--------------------|----|------|--------------|----|------|
|          | Statistic          | df | Sig. | Statistic    | df | Sig. |
| Pretest  | .120               | 52 | .060 | .978         | 52 | .434 |
| Midtest  | .096               | 52 | .200 | .971         | 52 | .235 |
| Posttest | .153               | 52 | .004 | .963         | 52 | .105 |

**RQ2: Does peer scaffolding exert a positive influence on paragraph writing performances of first year ELT students?**

Descriptive analysis followed by paired samples t-test was administered in order to find out whether there were statistically significant differences among pre-, mid- and post-test scores, which were obtained before, during and after the peer scaffolding procedures. Table 8 shows mean values and standard deviations of the pre-, mid- and post-test scores, as well as minimum and maximum scores.

Table 8

*Descriptive Values of Test Scores before, during and after the Treatment*

|           | Mean  | Std.<br>Deviation | Minimum | Maximum |
|-----------|-------|-------------------|---------|---------|
| Pre-Test  | 74.79 | 8.70              | 54.00   | 95.00   |
| Mid-Test  | 78.73 | 9.13              | 60.00   | 95.00   |
| Post-Test | 81.71 | 9.35              | 54.00   | 100.00  |

As can be seen from the table, pre-test scores which were obtained from paragraph writing of ELT students before the peer scaffolding treatment produced a mean value of 74.79 ( $SD=8.70$ ). A minimum of 54 and a maximum of 95 points out of 100 were received in the pre-test. A mean value of 78.73 ( $SD=9.13$ ) was produced for the mid-test which was applied during the treatment, with a minimum score of 60 and a maximum of 95 out of 100. A mean score of 81.71 ( $SD=9.35$ ) was obtained from the post-test measurement, which contained a minimum score of 54 and a maximum score of 100.

After a descriptive examination, a paired samples t-test was run so as to compare means of the three test scores and examine whether there were statistically significant differences among the scores. It was aimed to see the mean differences between each test; namely, between pre-test and mid-test, between mid-test and post-test and between pre-test and post-test. Table 9 illustrates the findings of paired samples t-test.

Table 9

*Paired Samples T-Test Findings*

|        |          | Mean  | N  | Std. Deviation | t     | p     |
|--------|----------|-------|----|----------------|-------|-------|
| Pair 1 | Midtest  | 78.73 | 52 | 9.13           | 3.898 | 0.001 |
|        | Pretest  | 74.79 | 52 | 8.70           |       |       |
| Pair 2 | Posttest | 81.71 | 52 | 9.35           | 6.488 | 0.001 |
|        | Pretest  | 74.79 | 52 | 8.70           |       |       |
| Pair 3 | Posttest | 81.71 | 52 | 9.35           | 2.764 | 0.008 |
|        | Midtest  | 78.73 | 52 | 9.13           |       |       |

Findings of the analysis indicate that there is a statistically significant difference between pre-test and mid-test writing scores of ELT students who participated in peer scaffolding ( $t=3.898$ ,  $p=0.001$ ). A statistically significant difference was found also between pre-test and post-test writing scores ( $t=6.488$ ,  $p=0.001$ ). There exists a statistically significant difference between mid-test and post-test writing scores ( $t=2.764$ ,  $p=0.008$ ), as well. Therefore, it was determined that students' writing scores increased from pre-test to mid-test, from mid-test to post-test, and from pre-test to post-test.

It can be seen from the findings of the two analyses that compared the means of writing scores that peer scaffolding exerted a positive influence on ELT students' writing performances. Students participated in peer scaffolding procedures for 14 weeks and they were tested before, during and after the treatment. Their scores were gradually improved.

Now that it was determined that participants' writing scores changed positively, it can also be questioned whether this change has dependence on other variables such as demographic characteristics and educational background of students. Findings related to the relevant research question are illustrated below.

**RQ3: Do demographic characteristics or educational background of ELT students play a role in the improvement of their writing performances?**

Demographic information of the participants, such as gender and age, was presented in Table 1. Students' prior participation in a language course or preparatory schools, as well as their perceived language level were presented in Table 2. After carrying out descriptive analyses, one-way ANOVA was administered in order to find out whether students' improvement in writing performance depended on their perceived language level (Table 10). As for the gender and educational background relations, independent samples t-tests were run (Table 11, Table 12 and Table 13).

As shown in Table 10, mean value of writing score differences of participants with a perceived language level of B1 & B2 is 8.73, while it is 2.20 for students who stated their language level as B2 & C1, and it is 5.81 for those who perceived their level as C1 & C2. According to one-way ANOVA test results, there are no statistical writing score differences with regards to students' perceived language levels ( $F= 1.949$ ,  $p= 0.153$ ).

Table 10

*One-way ANOVA Results for the Role of Perceived Language Level*

|       | N  | Mean | Std. Deviation | F     | p     |
|-------|----|------|----------------|-------|-------|
| B1&B2 | 26 | 8.73 | 8.21           | 1.949 | 0.153 |
| B2&C1 | 5  | 2.20 | 5.97           |       |       |
| C1&C2 | 21 | 5.81 | 6.97           |       |       |
| Total | 52 | 6.92 | 7.69           |       |       |

Table 11 illustrates the results of independent samples t-test carried out for the purpose of examining whether gender had a role in writing performance improvement of participants. T-test results demonstrate that there are no statistically significant differences between genders in terms of writing score differences ( $t= 1.891$ ,  $p= 0.073$ ).

Table 11

*Independent Samples T-Test Results for the Role of Gender*

| Gender | N  | Mean | Std. Deviation | t     | p     |
|--------|----|------|----------------|-------|-------|
| Female | 37 | 7.24 | 7.90           | 1.891 | 0.073 |
| Male   | 7  | 3.71 | 3.55           |       |       |

The results of independent samples t-test conducted to find out if differences among pre-, mid- and post-test scores depended on students' prior participation in a language course are shown in Table 12. According to t-test results, prior participation in a language course is not a predictor of improvement in writing performance ( $t=1.851$ ,  $p= 0.075$ ).

Table 12

*Independent Samples T-Test Results for the Role of Prior Participation in a Language Course*

| Prior Participation in a Language Course | N  | Mean | Std. Deviation | t     | p     |
|------------------------------------------|----|------|----------------|-------|-------|
| Yes                                      | 14 | 4.00 | 6.52           | 1.851 | 0.075 |
| No                                       | 38 | 8.00 | 7.89           |       |       |

As can be seen in Table 13, the question whether writing score differences among pre-, mid- and post-tests depended on prior participation in preparatory school was examined by running independent samples t-test. T test results showed that there were no significant score differences among participants with and without a prior participation experience in preparatory school ( $t= 0.599$ ,  $p= 0.552$ ).

Table 13

*Independent Samples T-Test Results for the Role of Prior Participation in Preparatory School*

| Prior Participation in Preparatory School | N  | Mean | Std. Deviation | t     | p     |
|-------------------------------------------|----|------|----------------|-------|-------|
| Yes                                       | 17 | 6.00 | 7.09           | 0.599 | 0.552 |
| No                                        | 35 | 7.37 | 8.03           |       |       |

It can be seen from the results of the analyses that students performed a gradual improvement in their writing performances from pre- to mid-, from mid- to post-, and from pre- to post-tests. Their perceived English proficiency level, gender, prior experience in a language course or in preparatory school did not have a role in their writing score increase.

**RQ4: Does peer scaffolding cause any change in error types and error numbers observed in ELT students' writings?**

A corpus-based error analysis was conducted before and after the peer scaffolding treatment with the aim of determining whether there existed a change in error types, which may be as a result of the treatment process. Two corpora were compiled as pre and post-tests for which error analyses were carried out separately. Corpora are described in Table 14, with a total word count of 10445 in pre-test corpus and 11057 in post-test corpus. Total error numbers are demonstrated, along with their percentages.

Table 14

*Corpora Description*

| Corpora          | Total Word Count | Total Error Number | Frequency (%)<br>(Errors in 100 words) |
|------------------|------------------|--------------------|----------------------------------------|
| Pre-test Corpus  | 10445            | 824                | 7.89                                   |
| Post-test Corpus | 11057            | 401                | 3.63                                   |

Initially, descriptive statistics including occurrences of different error types overall, as well as frequency analyses showing the most common error types observed in ELT students'

writing before and after the treatment were performed. Example errors were extracted from the corpora and presented. Afterwards, error percentage means in pre and post-test were compared by a paired samples t-test in order to find out whether there was a statistically significant difference in error percentages before and after the peer scaffolding procedures. Error percentages overall and for each error type are presented based on the error taxonomy created for the study (Figure 5).

An overall error distribution in pre-test and post-test corpus can be found in Table 15. A total of 824 errors were found in pre-test corpus, whereas post-test corpus incorporated 401 errors. The greatest number of errors among 4 main error types were committed in grammar both in pre-test (45.9%) and post-test corpora (55.6%). The least common error type also remained the same, which was "other errors" type.

Table 15

*Overall Error Distribution in Pre-Test and Post-Test Corpora*

| Type of Error | Pre-Test             |               | Post-Test            |               |
|---------------|----------------------|---------------|----------------------|---------------|
|               | Occurrence in Corpus | Frequency (%) | Occurrence in Corpus | Frequency (%) |
| Grammar       | 378                  | 45.9          | 223                  | 55.6          |
| Lexical       | 61                   | 7.4           | 49                   | 12.2          |
| Mechanics     | 254                  | 42.9          | 120                  | 30.0          |
| Other         | 31                   | 3.8           | 9                    | 2.2           |
| TOTAL         | 824                  | 100           | 401                  | 100           |

Error types were also analyzed within themselves. For the grammar type, several tables have been formed along with overall grammar percentages, since this type includes more details and branches in the taxonomy. Table 16 displays overall occurrences and percentages of grammar errors found in pre-test and post-test corpora. Before the treatment, the most common grammar error type was noun related errors (41.8%), which constitute nearly half of all grammar errors. The least common errors were committed in other types of grammar errors (3.4%), whose examples can be found in Table 20. In total, 378 occurrences of grammar errors were spotted in pre-test corpus. After the treatment, the most common grammar error type changed to verb-related errors (48.9%), while the least committed error stayed the same as other grammar error type (1.8%), though it decreased in number compared to pre-test. In total, 223 occurrences of grammar errors were detected in post-test corpus.

Table 16

*Error Frequencies of Grammar Type in Pre-Test and Post-Test Corpora*

| Type of Error                 | Pre-Test             |               | Post-Test            |               |
|-------------------------------|----------------------|---------------|----------------------|---------------|
|                               | Occurrence in Corpus | Frequency (%) | Occurrence in Corpus | Frequency (%) |
| Verb-Related                  | 94                   | 24.9          | 109                  | 48.9          |
| Noun-Related                  | 158                  | 41.8          | 54                   | 24.2          |
| Order of Adjective/<br>Adverb | 13                   | 3.4           | 5                    | 2.2           |
| Clausal                       | 32                   | 8.5           | 10                   | 4.5           |
| Prepositional                 | 68                   | 18.0          | 41                   | 18.4          |
| Other Grammar                 | 13                   | 3.4           | 4                    | 1.8           |
| TOTAL GRAMMAR                 | 378                  | 100           | 223                  | 100           |

Percentages of verb-related error types in total number of grammar errors were presented in detail in Table 17 for pre- and post-test corpora. The most common verb-related error type turned out to be auxiliary errors (13.0%) both in the pre-test corpus and post-test corpus (16.1%). Tense, voice and gerund and infinitive errors (2.1% each) were the least common error types among other verb-related errors in the pre-test, while it was tense errors alone (4.5 %) in the post-test.

Table 17

*Error Frequencies of Verb-Related Type in Pre-Test and Post-Test Corpora*

| Type of Error              | Extracts from Corpus                                               | Pre-Test             |               | Post-Test            |               |
|----------------------------|--------------------------------------------------------------------|----------------------|---------------|----------------------|---------------|
|                            |                                                                    | Occurrence in Corpus | Frequency (%) | Occurrence in Corpus | Frequency (%) |
| Tense                      | <i>There are prominent empires in Anatolia. (There were)</i>       | 8                    | 2.1           | 10                   | 4.5           |
| Subject- Verb Disagreement | <i>Everyone have a perfect life. (Everyone has)</i>                | 21                   | 5.6           | 34                   | 15.2          |
| Auxiliary                  | <i>Those difficulties normal. (Those difficulties are normal.)</i> | 49                   | 13.0          | 36                   | 16.1          |
| Voice                      | <i>They don't want to be fail. (They don't want to fail.)</i>      | 8                    | 2.1           | 17                   | 7.6           |
| Gerund-Infinitive          | <i>One should practice to write. (practice writing)</i>            | 8                    | 2.1           | 12                   | 5.4           |
| TOTAL VERB-RELATED         |                                                                    | 94                   | 24.9          | 109                  | 48.9          |

Table 18 demonstrates error occurrences and percentages of noun-related type in all grammar errors in pre-test and post-test corpora. The most common noun-related error type was articles both in the pre-test (20.6%) and post-test (10.8%) corpora. This type of error may include missing, unnecessary or incorrect uses of articles. On the other hand, the least common error type among other noun-related errors was possessives (0.8%) in pre-test corpus and pronoun type in post-test corpus with no error present in this type.

Table 18

*Error Frequencies of Noun-Related Type in Pre-Test and Post-Test Corpora*

| Type of Error            | Extracts from Corpus                                      | Pre-Test             |               | Post-Test            |               |
|--------------------------|-----------------------------------------------------------|----------------------|---------------|----------------------|---------------|
|                          |                                                           | Occurrence in Corpus | Frequency (%) | Occurrence in Corpus | Frequency (%) |
| Articles                 | <i>an university student</i><br>(a university student)    | 78                   | 20.6          | 24                   | 10.8          |
| Singular/ Plural         | <i>new informations</i><br>(new information)              | 64                   | 16.9          | 22                   | 9.9           |
| Comparative/ Superlative | <i>much more harsh than</i><br>(much harsher than)        | 4                    | 1.1           | 4                    | 1.8           |
| Pronouns                 | <i>We have to do everything by myself.</i> (by ourselves) | 5                    | 1.3           | 0                    | 0.0           |
| Quantifiers              | <i>much benefits</i><br>(many benefits)                   | 4                    | 1.1           | 2                    | 0.9           |
| Possessives              | <i>The chance was their's.</i> (The chance was theirs.)   | 3                    | 0.8           | 2                    | 0.9           |
| TOTAL NOUN-RELATED       |                                                           | 158                  | 41.8          | 54                   | 24.2          |

Frequencies of clausal errors were presented in Table 19 for pre- and post-test corpora. The most common clausal error belonged to the category of verb clauses both in the pre-test corpus (6.6%) and in the post-test corpus (3.1%). Adverbial clause error type was the least common among other clausal errors in pre-test (0.3%), and also in the post-test with no occurrences present.

Table 19

*Error Frequencies of Clausal Type in Pre-Test and Post-Test Corpora*

| Type of Error    | Extracts from Corpus                                                                                                  | Pre-Test             |               | Post-Test            |               |
|------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------|---------------|----------------------|---------------|
|                  |                                                                                                                       | Occurrence in Corpus | Frequency (%) | Occurrence in Corpus | Frequency (%) |
| Verb Clause      | <i>As for other problems, education.</i><br>(As for other problems, education is one of them.)                        | 25                   | 6.6           | 7                    | 3.1           |
| Noun Clause      | <i>I don't know where is it.</i><br>(I don't know where it is).                                                       | 3                    | 0.8           | 2                    | 0.9           |
| Relative Clause  | <i>Some challenges which students face them in the first year.</i> (which students face)                              | 3                    | 0.8           | 1                    | 0.5           |
| Adverbial Clause | <i>Students are not admitted.</i><br><i>Because they are late.</i> (Students are not admitted because they are late.) | 1                    | 0.3           | 0                    | 0.0           |
| TOTAL CLAUSAL    |                                                                                                                       | 32                   | 8.5           | 10                   | 4.5           |

Example errors from corpora for the order of adjective and adverbs, prepositional and other grammar types are illustrated in Table 20. Error percentages of these error types were presented in Table 16 previously.

Table 20

*Example Errors from Corpora for Order, Prepositional and Other Grammar Types*

| Type of Error              | Extracts from Corpus                                                                                       |
|----------------------------|------------------------------------------------------------------------------------------------------------|
| Order of Adjective/ Adverb | <i>Education system probably will be different.</i><br>(Education system will probably be different.)      |
| Prepositional              | <i>participating activities</i><br>(participating in activities)                                           |
| Other Grammar              | <i>They cannot get funds from government, neither.</i><br>(They cannot get funds from government, either.) |

Overall occurrences and percentages of lexical errors found in pre-test and post-test corpora are demonstrated in Table 21. Before the treatment, the most common lexical error type was word choice errors (58.3%), with a percentage more than half of all lexical errors. The least common errors were committed in collocations and idioms (10.0%). After the peer

scaffolding procedures, the most common error types among lexical errors were word choice and part of speech errors (42.9% each), while the least common was other lexical errors category (6.1%). In total, 60 occurrences of lexical errors were found in pre-test corpus and 49 occurrences of lexical errors were present in post-test corpus.

Table 21

*Error Frequencies of Lexical Type in Pre-Test and Post-Test Corpora*

| Type of Error           | Extracts from Corpus                                        | Pre-Test             |               | Post-Test            |               |
|-------------------------|-------------------------------------------------------------|----------------------|---------------|----------------------|---------------|
|                         |                                                             | Occurrence in Corpus | Frequency (%) | Occurrence in Corpus | Frequency (%) |
| Word Choice             | <i>university teachers</i><br>(lecturers)                   | 35                   | 58.3          | 21                   | 42.9          |
| Part of Speech          | <i>Classes are crowd.</i><br>(Classes are crowded.)         | 10                   | 16.7          | 21                   | 42.9          |
| Collocations/<br>Idioms | <i>traffic suggestion</i><br>(traffic congestion)           | 6                    | 10.0          | 4                    | 8.1           |
| Other Lexical           | <i>look at the whole things</i><br>(look at all the things) | 9                    | 15.0          | 3                    | 6.1           |
| TOTAL<br>LEXICAL        |                                                             | 60                   | 100           | 49                   | 100           |

Error frequencies of mechanics type are shown in Table 22 for pre-test and post-test corpora. Punctuation errors (48.9%) were the most dominant and capitalization errors (16.9%) were the least common type before the treatment. After the procedures, the most common error type was punctuation errors (51.7%) again. The least common type was the same as pre-test, which is capitalization errors (17.5%). The pre-test corpus included 354 instances of mechanics errors, whereas the post-test corpora included 120 mechanics type errors.

Table 22

*Error Frequencies of Mechanics Type in Pre-Test and Post-Test Corpora*

| Type of Error      | Extracts from Corpus                  | Pre-Test             |               | Post-Test            |               |
|--------------------|---------------------------------------|----------------------|---------------|----------------------|---------------|
|                    |                                       | Occurrence in Corpus | Frequency (%) | Occurrence in Corpus | Frequency (%) |
| Spelling           | <i>proffesional</i><br>(professional) | 121                  | 34.2          | 37                   | 30.8          |
| Capitalization     | <i>in english</i><br>(in English)     | 60                   | 16.9          | 21                   | 17.5          |
| Punctuation        | (To start with,)                      | 173                  | 48.9          | 62                   | 51.7          |
| TOTAL<br>MECHANICS |                                       | 354                  | 100           | 120                  | 100           |

"Other Errors" type includes errors that do not fit into any category, but analyzed separately, such as literal translations from Turkish to English and using made-up words or structures. Example errors are demonstrated, taken from extracts from corpus (Table 23).

Table 23

*Example Errors from Corpora for Other Error Types*

| Other Errors               | Extracts from Corpus                                |
|----------------------------|-----------------------------------------------------|
| Made-up Words/ Structures  | <i>trustful friends</i>                             |
| Forgotten Parts of Speech  | <i>I hope you will overcome easily.</i>             |
| Literal Translation        | <i>No longer, they come into a new way of life.</i> |
| Problematic Sentence Order | <i>Every day different lesson times they have.</i>  |

When the frequency tables are examined together on the same level of the error taxonomy, it can be seen that the predominant error type across all error types was punctuation before the treatment with 173 occurrences, while the least common error type was collocations/ idioms with only 6 instances in total. After the peer scaffolding treatment, the most common error type changed to verb-related errors, while the least common error type belonged to other lexical error category.

After the frequency analyses, means of pre-test and post-test error percentages were compared in order to find out whether there were statistically significant differences in error percentages before and after the treatment. Paired samples t-test was run for this purpose (Table 25). Normality tests had been carried out and data were normally distributed (Table 24).

Table 24

*Normality Test Results for Error Percentages Data*

|                         | Kolmogorov-Smirnov |    |      | Shapiro-Wilk |    |      |
|-------------------------|--------------------|----|------|--------------|----|------|
|                         | Statistic          | df | Sig. | Statistic    | df | Sig. |
| Error Percentages- Pre  | .112               | 52 | .104 | .944         | 52 | .017 |
| Error Percentages- Post | .069               | 52 | .200 | .969         | 52 | .186 |

Results of paired samples t-test analysis reveal that there is a statistically significant difference between error percentages of pre- and post-test writings of ELT students ( $t=8.174$ ,  $p=0.001$ ). Students committed less errors in their paragraphs after going through peer scaffolding and peer assessment activities.

Table 25

*Paired Samples T-Test Results of Error Percentage Differences*

|                       | Mean | N  | Std. Deviation | t     | p     |
|-----------------------|------|----|----------------|-------|-------|
| Error Percentage Pre  | 8.17 | 52 | 4.62           |       |       |
| Error Percentage Post | 3.94 | 52 | 2.15           | 8.174 | 0.001 |

**Qualitative Research Findings**

Semi-structured focus group interviews were conducted in order to uncover student perceptions towards the peer scaffolding procedures and related activities carried out throughout 14 weeks. 35 students composing 4 focus groups participated in the interviews. Interviews were audio recorded and transcribed. A thematic analysis was performed by first coding the transcribed data. Similar patterns in student responses were discovered. Secondly, the coded data went through a categorization process. Lastly, emerging categories were put under themes. A total of 46 codes, 15 categories and 5 themes emerged, which are shown in tables in detail.

**RQ5: What are student perceptions on peer scaffolding?**

In order to address the research question 5 and find out students' opinions on peer scaffolding, peer assessment, peer feedback, discussions and re-construction assignments, they were initially requested to reflect on the processes they were involved in and share their general thoughts about the writing skills course. In the upcoming stages of the interview, more specific inquiries were made, such as what they think of in-class writings, whether they think they contributed to their peers or their peers contributed to them, or if they had any suggestions regarding how the lesson or procedures could be modified and conducted in the future (Appendix 3). Related themes, categories and codes were explained and shown in tables below.

***Student Experiences Throughout the Course***

The first and the most frequently mentioned theme turned out to be "Student Experiences Throughout the Course" (Table 26). 5 main categories emerged as "Improving Skills & Sub-skills", "Using Online Platforms & Educational Applications", "Peer Scaffolding", "Contributions to Personal Growth" and "Difficulties Gone Through".

The first category under the present theme included comments on improving skills and sub-skills that are desired due to their contributions to the writing skill in general. The predominant code in this category was "Improving Vocabulary". Students believed that when evaluated overall, this course provided them the opportunity to learn new vocabulary items, use idioms or collocations that they had never used beforehand and find more advanced options for what they were trying to express in their writing. One participant explained the lexical benefits as "I didn't know how to use certain vocabulary, like in a professional sounding manner. But now I've learnt so many new words, academic words". The second most frequently cited code was "More Complex Sentences". Complex sentences are specified by students as longer sentences that include more advanced structures and a variety of clauses used skillfully. An interviewee expressed her opinions as "My sentences were really simple and basic in the beginning. I was making short sentences like 'it is good, dot.' Now I realize I can make more complex sentences". Another issue that students regarded worth mentioning was the change in their perspective about the use of outlines and maintaining organization in writing. At the beginning of the course, students thought outlines were unnecessary, as one participant stated, "I didn't realize that it's important to draw an outline, so when I was doing outline, I always said 'why are we doing this?'" although they found it beneficial for ensuring organization in later stages of the course.

Some of the participants pointed out that they had never had a writing course before, nor did they practice writing in high school. Thus, being introduced to various paragraph types and gaining the opportunity to write on these paragraph types made a great deal of contribution to the development of their writing skills. "Practicing makes it a lot easier because every time I made less and less mistakes." They also brushed up on their knowledge on grammatical rules and structures thanks to practicing. Several students gave specific examples for the grammar aspects they developed. "Learning grammatical rules was another thing. I always had problems with articles. I said now it is time to learn how to use them." Along with the grammar matter, improving punctuation was another reflection that students provided. A student specified that this happened thanks to the feedback she received from her peers. "I'm not really good at punctuation. Almost only mistakes I was making was about punctuation. I see the red crosses my friends put on my paper and I ask them."

As can be seen in Table 26, "Fluency in Writing" was another emergent code. Students thought that they started to write faster and accurate at the same time. An interviewee elaborated on the issue as "I was thrilled at first. I was really slow writing and it took too

much time. So, I can't write what I want to write. Now I get used to it and my writings are... like... more fluent." The last and the least mentioned category was related to writing in mother tongue. Two students put forward that they felt more competent now in writing in English than in Turkish. "I can write in English better than Turkish. For example, we wrote Turkish compositions in our class, but it was hard. It was our smoother in the English version."

The second most prevalent comments under the student experiences theme constituted the category of "Using Online Platforms & Educational Applications", which can be divided into three codes. The first of them was "Benefits of Using an Online Platform". Students expressed a variety of advantages of integrating using an online platform for the submission of tasks, sharing course content or ensuring contact between the lecturer and the students. A participant pondered upon the importance of this issue as "It made it lots of easier because we could just send the submissions there or lecturer could just write something on the board and we will get notifications instead of going to the hard work of actually contacting everyone." Students also utilized other applications as a requirement of the course, such as scanning applications in order to scan and upload their papers to the platform. Two participants articulated that it was the first time they used an application for educational purposes. Whereas a good number of students found it beneficial, a minority of them had technical difficulties using the platform and the application. An interviewee expressed his concerns as "My friends' phones can do it like in a second, but mine was not suitable for those apps, so I could not scan my paper and upload it."

The third category under the current theme was related to peer scaffolding procedures in general. Participants believed that they improved overall in writing skills thanks to the feedback they received from their peers. "I think like we improved thanks to re-constructions and all of the feedback that we had, like they always say, you should be more careful about this and that." The last code in this category turned out to be "Learning How to Grade a Paper". It was the first time for most students to experience assessing a paper and giving grades. This experience was touched on by a participant as "I learned how to criticize people in writing, how to evaluate them. We are all going to be teachers, it was a nice practice to give grades."

Another category that emerged from student experiences was "Contributions to Personal Growth". Primarily, students regarded this course as a contributing factor to their creativity thanks to the procedures such as brainstorming and exchange of ideas or discussions between

peers. A participant reflected on the development of her creativity as "We did things like brainstorming together and it helped to get more inspired to write. I feel it made us more creative." Gaining self-confidence was the other aspect in contributions to personal growth. An interviewee expressed his opinions as "I am self-confident now when I write, I mean I trust myself because I have learnt so many academic words. And my sentences are complex. I think it looks more professional."

The last and the least mentioned category came out as "Difficulties Gone Through". Students predominantly shared positive experiences throughout the course, albeit with a few difficulties. For instance, they were assigned a certain topic to write about for each paragraph type and all of them had to write on this topic. In the interviews, some of them expressed that it would have been better to choose their own topics. "Sometimes I could not really relate to the given topic and I am stressed about what I am going to write. Maybe the lecturer can give us some options, and everyone can choose among them." Another difficulty that student experienced was the fact that the class was crowded. A participant expressed her concerns as "I think there should be less students in this class. Yes, because the lecturer should give her attention for each of us separately."

Table 26

*Emerging Codes on Student Experiences throughout the Course*

| Theme                                           | Category                                             | Codes                                                   | Frequency<br>(Times<br>Mentioned) |
|-------------------------------------------------|------------------------------------------------------|---------------------------------------------------------|-----------------------------------|
| Student Experiences<br>Throughout the<br>Course | Improving Skills &<br>Sub-skills                     | Improving Vocabulary                                    | 18                                |
|                                                 |                                                      | More Complex Sentences                                  | 13                                |
|                                                 |                                                      | Improving in Organization                               | 8                                 |
|                                                 |                                                      | Brushing up on Grammatical<br>Rules                     | 6                                 |
|                                                 |                                                      | Practicing Writing                                      | 5                                 |
|                                                 |                                                      | Improving Punctuation                                   | 3                                 |
|                                                 |                                                      | Fluency in Writing                                      | 3                                 |
|                                                 |                                                      | Writing Better in English<br>Than in Turkish            | 2                                 |
|                                                 |                                                      | TOTAL                                                   | 58                                |
|                                                 | Using Online Platforms &<br>Educational Applications | Benefits of Using an Online<br>Platform                 | 11                                |
|                                                 |                                                      | Difficulty in Using an Online<br>Platform               | 3                                 |
|                                                 |                                                      | First Experience in Using an<br>Educational Application | 2                                 |
|                                                 |                                                      | TOTAL                                                   | 16                                |
|                                                 | Peer Scaffolding                                     | Improving Thanks to Peer<br>Feedback                    | 6                                 |
|                                                 |                                                      | Learning How to Grade a<br>Paper                        | 3                                 |
|                                                 |                                                      | TOTAL                                                   | 9                                 |
|                                                 | Contributions to Personal<br>Growth                  | Creativity & Brainstorming                              | 6                                 |
|                                                 |                                                      | Gaining Self-Confidence                                 | 3                                 |
|                                                 |                                                      | TOTAL                                                   | 9                                 |
|                                                 | Difficulties Gone Through                            | Freedom to Choose a Topic                               | 4                                 |
|                                                 |                                                      | Crowded Class                                           | 2                                 |
|                                                 |                                                      | TOTAL                                                   | 6                                 |

***Student Opinions on Peer Scaffolding Procedures***

The second theme that emerged from the interview data was "Student Opinions on Peer Scaffolding Procedures". Main categories of this theme can be listed as "General Benefits of the Procedures", "Giving Feedback and Assigning Grades" and "Quality of Feedback Received".

Students verbalized multiple benefits of peer scaffolding procedures that they went through (Table 27). 7 codes were formed in relation to these benefits. The most commonly mentioned code was "Easier Realization of Mistakes Thanks to Peers", which indicates that students

thought they noticed their mistakes thanks to their peers, and they would not have realized them otherwise. An example can be given from participant responses below.

We are all at different levels of English and we all are good at something else. Like, someone might be good at vocabulary, but they might not be good at grammar. And when we give our paper to a peer who has good vocabulary or grammar, we can point out each other's mistakes.

Another code from the first category was "Learning While Assessing". Participants had to use various resources while giving feedback and making suggestions for their peers. By this means, they themselves were introduced to new vocabulary, new structures or rules. They also stated that when they saw mistakes committed by their peers, they did not do the same mistake. "It contributed to me much because while I was changing her vocabs, I was learning, for example, new or advanced words, from there, I was both changing and learning."

Peers' recommending vocabulary items to each other was specifically touched upon by interviewees, thus leading to the formation of a code named "Peer Support in Terms of Vocabulary". A participant reflected on the issue as "My peers say that you can use those words instead of that word and so I can learn a lot of words from them." Other benefits were also observed in the discussion sessions of peer scaffolding. Students asserted that they figured out conflicts that occurred while giving and receiving feedback through discussions. "Some of us circled or underlined it but I didn't really understand why they did this. In the second part, we discussed and then I understood. So, you can give feedback to feedback while discussing."

"Feeling like a teacher" was another code that emerged and fell into the present category of general benefits. Although this issue was examined under another theme, as well, it was given place in this category since comments about feeling like a teacher were specific to the benefits of peer scaffolding. An interviewee contributed to the interview as "I feel like a teacher while assessing my peers. My friends say 'You are very ambitious. Yes, you are. You are like a real teacher.'"

Less mentioned codes in this category were "Not Repeating the Same Mistakes" and "Close Attention to the Course". When students learnt what their mistakes were from their peers and discussed them, it was less likely to commit the same mistakes again, as some alleged. One student explained that peer scaffolding helped keeping her attention to the course.

The second main category, named as "Giving Feedback and Assigning Grades", included 4 codes in total. The first code was related to how students felt while grading their friends' paper. Opposing ideas came out about whether they would be stressed or relaxed due to emotions involved towards friends. A greater number of participants noted that they hesitated to give low grades when their peers happened to be their good friends. "If your peer is your friend, it is hard to say there is mistake because I feel bad for them. I want to give them more points. But I couldn't help myself crossing out the mistakes." On the other hand, others stated that they felt more relaxed when they were matched with their friends. "If peer is a stranger, then I can be hesitant because I don't want to let them hate me. But if my peer is closer, I can be cruel. I can feel free to say whatever I want to say about their paper."

Several students believed that they were not competent to give feedback. An interviewee gave an example as follows: "I think we don't have the necessary qualifications yet. For example, I don't know enough idioms or phrasal verbs. So, first I should improve myself and then give feedback." There were also two students who shared their concerns about not being able to find any mistakes in others' papers.

Although there are a few students who considered themselves incompetent to give feedback, a majority of them were more positive about giving than receiving feedback. The reason for this may be that they had doubts as to the quality of feedback they received from peers. They did not agree with what their peers corrected in their papers from time to time. Thus, the last category of "Quality of Feedback Received" incorporated three codes which were "False Negative Feedback by Peers", "Undetailed Feedback by Peers" and "Insufficient Proficiency Level of Peers" (Table 27). Students conveyed that there were times when their peers gave them false negative feedback. An example was provided for vocabulary choice as "I think some of the changes that my friends did were not that necessary. I already used an advanced word. You cannot change it with another advanced word." Another problem that students faced was the fact that peers did not provide details on why a mistake was considered a mistake. A few students attributed these problems to the insufficient proficiency level of their peers.

Table 27

*Emerging Codes on Student Opinions on Peer Scaffolding Procedures*

| Theme                                           | Category                             | Codes                                     | Frequency<br>(Times<br>Mentioned) |
|-------------------------------------------------|--------------------------------------|-------------------------------------------|-----------------------------------|
| Student Opinions on Peer Scaffolding Procedures | General Benefits of the Procedures   | Easier Realization of Mistakes            | 12                                |
|                                                 |                                      | Thanks to Peers                           |                                   |
|                                                 |                                      | Learning While Assessing                  | 9                                 |
|                                                 |                                      | Peer Support in Terms of Vocabulary       | 5                                 |
|                                                 |                                      | Conflicts Resolved Through Discussions    | 4                                 |
|                                                 |                                      | Feeling Like a Teacher                    | 3                                 |
|                                                 |                                      | Not Repeating the Same Mistakes           | 2                                 |
|                                                 |                                      | Close Attention to the Course             | 1                                 |
|                                                 |                                      | TOTAL                                     | 36                                |
|                                                 | Giving Feedback and Assigning Grades | Emotional Burden of Grading a Friend      | 9                                 |
|                                                 |                                      | Comfort of Grading a Friend               | 6                                 |
|                                                 |                                      | Feeling Incompetent About Giving Feedback | 3                                 |
|                                                 |                                      | Difficulty in Finding Mistakes            | 2                                 |
|                                                 |                                      | TOTAL                                     | 19                                |
|                                                 | Quality of Feedback Received         | False Negative Feedback by Peers          | 4                                 |
|                                                 |                                      | Undetailed Feedback by Peers              | 3                                 |
|                                                 |                                      | Insufficient Proficiency Level of Peers   | 3                                 |
|                                                 |                                      | TOTAL                                     | 10                                |

***Opportunities Benefitted as Candidate Teachers***

Participants of the implementations carried out in the study were ELT students, thus they may be regarded as candidate teachers. Opportunities benefitted as candidate teachers throughout this course and peer scaffolding procedures were compiled under a separate theme, which incorporates three main categories (Table 28).

The first category was named as "Future Plans as Teachers". Students specified that they planned to use similar approaches and techniques in their own writing classes after becoming a teacher in the future. An excerpt from the interview transcriptions about this issue is presented below.

I observed the lessons from the first day, your approach to us and your class activities, our peer assessments. It gave me a clear perspective of what I was going to do when I am a teacher because I understand how important a feedback can be to a student. So, I will definitely use like feedback or reconstruction or other things when I'm teaching myself.

Participants also considered that it was important to make students enjoy the writing process. One interviewee clarified it as demonstrated below.

Writings are generally simple like 'tell us your weekend' or 'tell us your summer'. People will get bored writing them but what I noticed in this class is that when you give them a topic and ask for their opinion, they feel like they have to speak their voices. When you give the spotlight to students it becomes important to them and they take care of it.

The second category under the present theme was "Preparing to Be a Teacher". It was the first time to feel as a teacher for several participants. One of them underlined it as "We don't have educational lessons in practice yet. This class was like a first step to become a teacher for me, I feel a little bit I am a teacher." "Learning to Be Patient" and "Learning to Control Emotions" were two other codes present in the category of preparing to be a teacher (Table 28), although they were not mentioned by plenty of students.

Finally, students approached the issue from the perspective of assessing a person's paper and this composed the last category of the theme, which is "Assessing Students". Learning how to assess somebody was a general support provided by the procedures for candidate teachers. A participant communicated her views as "I feel like I can easily conduct any exam in the future and grade papers. I got some experience in evaluating in this class." Likewise, two students believed that they could detect student mistakes easier now when they became teachers in the future.

Table 28

*Emerging Codes on Opportunities Benefitted as Candidate Teachers*

| Theme                                             | Category                     | Codes                                         | Frequency<br>(Times<br>Mentioned) |
|---------------------------------------------------|------------------------------|-----------------------------------------------|-----------------------------------|
| Opportunities Benefitted<br>as Candidate Teachers | Future Plans as Teachers     | Adopting Similar Approaches<br>and Techniques | 9                                 |
|                                                   |                              | Making Students Enjoy<br>Writing              | 2                                 |
|                                                   |                              | TOTAL                                         | 11                                |
|                                                   | Preparing to Be a<br>Teacher | First Time Feeling Like a<br>Teacher (4)      | 4                                 |
|                                                   |                              | Learning to Be Patient                        | 1                                 |
|                                                   |                              | Learning to Control Emotions                  | 1                                 |
|                                                   |                              | TOTAL                                         | 6                                 |
|                                                   | Assessing Students           | Learning How to Assess<br>Somebody            | 4                                 |
|                                                   |                              | Recognizing and Explaining<br>Mistakes Easily | 2                                 |
|                                                   |                              | TOTAL                                         | 6                                 |

Other issues that were related to peer assessment and peer scaffolding were gathered under separate themes. These include views on re-construction assignments and in-class writings.

### ***Re-construction Assignment Processes***

Students shared opinions about re-construction assignments given to them after receiving peer feedback for each paragraph type. The theme included two main categories titled as "Re-construction Benefits" and "Becoming Self-Aware".

According to the participants, the first benefit of re-construction assignments was that it ensured noticing the mistakes that were not obvious to the eye in the first place (Table 29). "When I do re-construction, first I look at my peer assessment form and I see my mistakes. And when I try to correct them, I used dictionaries and some PowerPoint from the lessons. It really contributed to me." Another gain was "Refraining from Repeating the Same Mistake". A student commented on this perspective as "I say to myself, 'Just look at the sentence and don't do this mistake again.' And I try to be more careful next times. We got better and better in each paragraph."

The second category under this theme was related to growing self-aware and it was composed of two categories entitled "Self-Editing" and "Disappointment in Self". A few students pointed out that they modified their paragraphs for the re-construction assignments in accordance with their own reviewing, rather than benefiting from the feedback their peers provided; in other words, they did self-editing. "Actually, I did not do them according to my peer's assessment. I did them myself. I open my essay so that I see the errors that I didn't see before." Others felt disappointed seeing their own mistakes that were not provided by their peers. A student shared her feelings as "Whenever I see my writing in this homework, I say 'Where is your mind? What were you doing?' Oh, I'm a little disappointed those times."

Table 29

*Emerging Codes on Re-construction Assignment Processes*

| Theme                                   | Category                 | Codes                                         | Frequency<br>(Times<br>Mentioned) |
|-----------------------------------------|--------------------------|-----------------------------------------------|-----------------------------------|
| Re-construction<br>Assignment Processes | Re-construction Benefits | Noticing New Mistakes                         | 4                                 |
|                                         |                          | Refraining from Repeating the<br>Same Mistake | 4                                 |
|                                         |                          | TOTAL                                         | 8                                 |
|                                         | Becoming Self-Aware      | Self-Editing                                  | 4                                 |
|                                         |                          | Disappointment in Self                        | 3                                 |
|                                         | TOTAL                    |                                               | 7                                 |

***Positive and Negative Sides of Writing During Class Hours***

Students addressed several advantages and disadvantages of completing their paragraphs inside the classroom during class hours, as displayed in Table 30. The first benefit was the presence of guidance in the classroom, whether it be the lecturer or peers. "When we are doing the writing part in the class, we can ask questions to the lecturer. Also, we discuss everything with our friends and that is helpful." Students also found it advantageous that there was a time limit to complete the paragraphs, since that would improve their time management skills. "Equal Resources for Each Student" was another gain. An interviewee clarified it as "You cannot improve at all by writing at home because you can like look at the Internet for everything and write from there, so that would be cheating a little."

The existence of time limit was perceived as a drawback by several participants, who supposed that it exerted time pressure on them, hence affecting their concentration. All in all, advantages of in-class writings outweighed the disadvantages according to student responses.

Table 30

*Emerging Codes on Positive and Negative Sides of In-class Writing*

| Theme                                                           | Category                               | Codes                               | Frequency<br>(Times<br>Mentioned) |
|-----------------------------------------------------------------|----------------------------------------|-------------------------------------|-----------------------------------|
| Positive and Negative<br>Sides of Writing During<br>Class Hours | Advantages of In-class<br>Writings     | Receiving Guidance                  | 4                                 |
|                                                                 |                                        | Time Management Skills              | 3                                 |
|                                                                 |                                        | Equal Resources for Each<br>Student | 2                                 |
|                                                                 | TOTAL                                  |                                     | 9                                 |
|                                                                 | Disadvantages of In-<br>class Writings | Time Pressure                       | 4                                 |
|                                                                 | TOTAL                                  |                                     | 4                                 |

## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

This chapter presents a discussion on the results of data in relation to existing literature and conclusion to the study. Discussion part provides interpretations for each research question of the study separately. It is aimed in the conclusion section to summarize the study and its findings, present implications for teaching and propose recommendations for further research.

#### **Discussion**

Discussion section aims to interpret the findings obtained from research data analysis. Each dimension of the study has been touched upon: (1) effectiveness of the rubric developed for the study, (2) influence of peer scaffolding on EFL students' writing performance, (3) the role that demographics such as gender may play in the development of writing skills through peer scaffolding, (4) interpretation of error analysis in relation to peer assessment and peer scaffolding, and (5) student perceptions on a course which includes peer scaffolding practices.

#### **Rubric Development**

The first purpose and a preliminary requisition of the study was to design an analytic rubric for students to utilize in peer assessment contexts, as well as providing lecturers a valid and reliable way of assigning grades for students who participated in the course. It is of high significance to provide students with clear-cut criteria in this sort of context, in order that they do not feel confused in the process. This is also agreed by Liu and Carless (2006) who recommend engaging students with certain criteria as a strategy for the promotion of peer feedback.

An analytic rather than a holistic rubric was preferred. The most prominent motive for doing so was that analytic rubric was thought to have a greater potential to provide convenience and aid for students in peer assessment settings. Mertler (2000) puts forward that various skills and characteristics, for each of which a place is given in the analytic rubric, requires the examination of the work several times. It was aimed to encourage students to make more detailed comments and assessments of their peers' writing.

According to Falchikov and Goldfinch (2000), when criteria are clearly presented, and rubric include global judgements, peer assessments are in tandem with teacher assessments more. With this in mind, the analytic rubric included statements agreeable by all students. A way to ensure this was first designing a first draft and presenting it to the student use. Later, student opinions were gathered as to the rubric's effectiveness and ease of use. Student comments as well as expert opinions were taken into consideration while preparing a second version of the rubric.

Before starting the actual use of rubrics in the classroom, students were explicitly taught and trained on how to utilize them during peer assessment activities. This idea is in consistency with the results of the study carried out by Sundeen (2014), who concluded that when explicitly taught how to use the rubric by receiving its copy, students improved their writing quality even more.

Effective rubrics are supposed to be tested by different raters on a particular assessment task generate similar grades (Ghalib & Al-Hattami, 2015). That it, they need to be analyzed in term of inter-rater reliability. Before the use of the rubric in peer assessment tasks, inter-rater reliability studies were completed. For this purpose, three raters from different institutions rated the designed rubric. Related analyses, such as intraclass correlation coefficients, were conducted. After ensuring the reliability and validity, it was ready for student and lecturer use.

### **Influence of Peer Scaffolding on Writing Performance**

The present study did not deal with how accurate peer feedback is or how compatible it is with teacher-produced grades, thus not with validity and reliability of peer feedback or peer assessment. Rather, this study aims to observe the actual process of peer scaffolding and its overall impacts on student writing performance.

Students attended a writing skills course which included the practices of peer assessment and peer scaffolding. The latter is used as a more umbrella term in the study. It incorporates the practices of (1) in-class writing, for which students are required to be present in the classroom during the class hours, (2) peer feedback sessions in which students receive and provide quality feedback to their peers through the use of the designed analytic rubric, (3) discussion sessions where students need to explain why they have given certain feedback or have opportunities to question the feedback their peers have given them, and lastly (4) re-construction, which is in the form of assignments that are carried out outside of the classroom and submitted on the online platform of the course. Gibbs and Simpson (2005) allege that for peer feedback to be influential, students should be urged to act upon that feedback. This was the main objective of re-construction assignments.

According to the results obtained from pre-, mid- and post-test data, there was a statistically significant increase in students' writing performances from pre- to mid-, from mid- to post- and pre- to post writing performance tests. Therefore, it can be alleged that first year ELT students improved in their writing skills after taking part in the implementation of peer assessment and peer scaffolding. This outcome is contrary to the results of Hanjani's (2019) research, in which collective peer scaffolding was implemented on tertiary level EFL students and the effects on revision of old paragraphs as well as new paragraphs in narrative and descriptive type were examined. New descriptive paragraphs produced were not improved as a result of the intervention, while new narrative paragraphs were more developed. This inconsistency as to the results of the two studies may be because of the exact focus of the studies. While Hanjani's (2019) study focused on different paragraph types, the present study measured the effectiveness of peer scaffolding as a whole; that is to say, without the concern of analyzing differing paragraph types.

The suggestion of the current study that peer scaffolding could be used as an alternative to teacher assessment or teacher scaffolding was also in disagreement with the results of a study carried out by Riazi and Rezaii (2011), in which teacher scaffolding turned out to be more effective than peer scaffolding in terms of writing skills. Nonetheless, the present research did not attempt to implement any kind of teacher scaffolding on students. The fact that peer scaffolding practices were not observed more effective in comparison to teacher scaffolding should not mean that they are of no use. Classroom practices may be arranged where both approaches are adopted interchangeably. The procedures followed in the present research and those of the mentioned two studies may not exactly coincide. The disagreement may

also could be because of the nature of the studies, or the way peer scaffolding is defined within their contexts.

Peer assessment perspective yields more overlapping results and leads to interpretations of similar implications of social constructivist theory of learning. It can be concluded from this study that collaborative activities such as peer feedback proved a positive impact of writing performances of EFL students. This finding is in agreement with existing research on the impacts of collaborative activities, or more specifically peer assessment, on student writing. In fact, Double et al. (2020) conducted a meta-analysis on experimental or quasi-experimental research focusing on the influences of peer assessment on different areas. It was revealed that research tend to conclude that peer assessment yielded more positive results in terms of developing academic performance when compared to teacher assessment or no assessment whatsoever.

When looked at the situation from writing skills perspective, the present research findings coincide with a study that Jahin (2012) carried out. The subject group students, who were prospective EFL teachers bore very similar characteristics as the participants of the current study, who studied in ELT Department and were EFL students themselves. Results showed that peer reviewing affected EFL students positively, in terms of apprehension of writing and essay writing.

A second methodological perspective was followed in this study, which was a corpus-based error analysis that would enable to observe the overall error change in student writing after the peer scaffolding implementation. A statistically significant decline occurred in overall number of errors committed by participant students, which could be attributed to peer assessment procedures. This finding is in line with assertions of Topping (1998) that "earlier error and misconception identification and analysis" (p. 255) can be enabled thanks to peer assessment. Studies that focus on the influences of peer scaffolding solely on error numbers or error types based on learner corpora are not many. In a research carried out by Nguyen (2018), though, the impacts of combined peer-teacher feedback on writing accuracy of EFL students were examined. Student error types and number were also given place in the study, along with their revision strategies. A feedback model that was developed to integrate teacher and student feedback was applied. Results showed that a remarkable reduction was observed in student errors after the implementation of combined peer-teacher feedback model.

There may be problems arising in the application processes of peer scaffolding and peer assessment. However, there are likely to be creative solutions to these problems. Ballantyne et al. (2002) concluded in their study on peer assessment that learning benefits outweighed hardships associated with peer assessment. Therefore, peer assessment practices are recommended to be incorporated into the course syllabi and possible problems should be detected.

### **Role of Demographics**

The present study did not detect any role of demographics in students' writing development throughout the course which includes peer assessment practices. There are not many studies found in the literature on gender as a predictor of improvement for writing specifically in peer assessment settings. However, a similar objective was seen in Sasmaz Oren's (2012) study which was conducted in the field of science education. The study examined whether there was a relationship between students' gender and their grades achieved from an implementation, which included both self-assessment and peer-assessment of presentation skills. The findings indicated that female students received significantly higher scores than males in relation to all types of scores, namely, scores obtained from peers, scores they provided to their peers, scores from self-assessment and teacher generated scores. Likewise, Pope (2005) concluded in research that included peer, self and teacher assessment that females performed better than males, even though they were found out to be more stressed, as well. These outcomes do not corroborate the finding of this study. Nevertheless, this may be because of the fact that different field may yield unmatching results as to the effectiveness of peer assessment depending on gender.

When it comes to examining the role of gender in writing skills of students, the results of the current study coincide with those of a research carried out by Noroozi et al. (2020), which was conducted with a view to investigating whether students differ based on their gender in the quality of feedback they provide for their peers during argumentative essay writing, as well as improvement in their writing skill. There were no statistically significant differences between females and males with regards to quality of their argumentative essays, although they differed in term of the feedback they provided, with females giving higher quality feedback.

Students' perceived language level and prior participation in preparatory school were not predictors of high writing performance, either. None of the students had taken part in a peer

assessment environment. Some even stated that it was the first time they felt like a teacher. It was a new experience for students to assign each other feedback, give comments on a paper and discuss their errors with other peers. They carried out these processes irrespective of their overall perceived language level. They had come from similar educational backgrounds. Whether they attended preparatory school did not matter, either and students improved as a result of the implementation. These results may add further to the finding that peer scaffolding was effective. Newly introduced, all students benefitted from the peer scaffolding procedures, regardless of their gender, general proficiency in English, or prior instruction in writing skills.

### **Student Perceptions on Peer Scaffolding**

A thematic analysis was conducted for focus group interviews carried out with 35 students who participated in peer scaffolding implementation. Common patterns in student responses were detected and they were collected under codes, merging to create categories and emerging themes. Gathering student opinions and perceptions plays a key role in figuring out the parameters that determine the effectiveness of procedures or possible problems that might arise in the upcoming trials.

Students were initially requested to reflect on the writing skills course overall, allowing for all the experiences they had gone through in the course. Students mentioned that thanks to this course, which benefitted from peer scaffolding and peer assessment at all stages, their skills and sub-skills related to writing improved. They expressed the beneficial sides of using online platforms for the implementation of peer scaffolding procedures. Results of the study conducted by Wen and Tsai (2006) also indicated that students perceived online tools to facilitate the process of PA, rather than aiding in learning, though. Students also alleged that they improved thanks to the feedback they received from their peers, as well as benefitting in terms of personal growth such as enhancing self-confidence and creativity. Overall difficulties encountered in the course were also cited, suggesting freedom to choose a topic and classes being less crowded. As can be concluded, student teachers were content with the course and viewed the processes positively in general. A similar result was achieved by Sluijsmans et al. (2002) who implemented peer assessment training on student teachers in a teacher education context. Questionnaire findings showed that students were more satisfied with a course including such practices.

After reflecting on overall perceptions about the course, students revealed perspectives specific to peer scaffolding procedures. The most frequent category was general benefits of peer assessment. To start with, easier realization of mistakes thanks to peers was articulated. This finding is in line with what Mendonca and Johnson (1994) found out in their study on peer reviewing in an ESL writing setting. In the study, learners participating in peer reviews were audiotaped during negotiations. Post interviews were also conducted to collect student opinions on the practice. Students stated that they identified errors which were not visible to them in the beginning thanks to peer reviews.

Another common benefit mentioned by students in the present study was that while assessing their peers, students themselves learnt. Although a few students stated that they did not feel competent enough to give feedback, general tendency of students was in favor of providing rather than receiving feedback. They felt they benefitted from the procedures more when they were in an assessor's position. This result was also drawn in McCarthy's (2017) research, in which it was found out that critical consideration of a peer's work led to strengthening students' next writing of their own. Thus, providing feedback was seen as contributing rather than simply receiving it. In contrast to this finding, Gielen et al. (2010) came to the conclusion about the issue that a majority of students found the received feedback more fruitful, while a minority of them benefitted from giving feedback. It was mainly intended by the current research to provide students with the opportunity to act as assessors, which was believed to contribute to their own learning by doing necessary inquiries or research to make their peer's writing more quality. However, lower-level students also found it beneficial to receive peer comments.

Students pointed out to the fact that they became more cautious about not repeating the same mistakes after receiving feedback from peers. Regarding this issue, Chaudron (1984) argued that the effects of teacher feedback and peer feedback were similar on the revision of students' writing in an ESL context, thus alleging that peer feedback could be used alternatively.

Multiple other benefits perceived by students were mentioned such as peer support in providing alternative vocabulary items, resolving conflicts through discussion sessions, enabling closer attention to the course and feeling like a teacher, as well as benefits gained from re-constructions assignments, which were collected to create a separate theme. Gibbs and Simpson (2005) point out to the importance of acting upon feedback. For feedback received to be meaningful and find a place in the course requirements, students were

expected to re-construct their paragraphs. They mentioned the contributions of this practice as noticing new mistakes, refraining from repeating the same mistakes and becoming more self-aware.

Shortcomings were also revealed by students regarding peer scaffolding activities. These were generally related to the perceived quality of peer feedback. They stated they were discouraged by false negative or undetailed peer feedback at times. In order for peer feedback to be effective, it should be presented in enough detail (Gibbs & Simpson, 2005). Therefore, students may have felt confused when they received feedback, but no explanation was provided. Another negative point was insufficient proficiency level of peers. Several students alleged that some of their peers were competent enough to be able to provide feedback. A parallel finding was presented by Planas Lladó (2014), who found that some students participating in peer assessment procedures had hard times trusting their peers' ability to assess them. Participants in Cheng and Warren's (1997) research approached the issue from a similar perspective, and they held negative attitudes towards fairness of peer generated grades.

In order to hinder the concerns over fairness and quality of feedback from reoccurring in the present study, peers changed every new writing task and were randomly assigned to students for the peer feedback and discussion sessions. In addition, peer generated scores were not included in the final evaluation process of the course. Several similar precautions could be taken to maximize the benefits gained and minimize the problems experienced by both students and teachers in peer scaffolding.

## **Conclusion**

Summary of the study, implications for teaching and suggestions for further research have been presented in the conclusion section.

### **Summary of the Study**

This mixed-methods study had several dimensions and four main objectives: (1) to design, propose and test an analytic rubric to be used specifically in peer assessment settings, (2) to incorporate peer scaffolding procedures in a writing skills course and analyze their impact on students' writing achievement by a repeated implementation of writing achievement test, (3) to provide another data source for reinforcing the results by a corpus-based error analysis,

and lastly, (4) to gain insights into how students perceive peer scaffolding practices. Multiple data sources and techniques for analysis were utilized in order to attain these purposes.

A preliminary requirement of applying peer assessment and peer scaffolding in the classroom was to give students clear-cut criteria for assessing and grading their peers' paragraphs, in order that they feel secure and aware of what exactly to do. For this first objective, a first draft of the analytic rubric was prepared and tested on students for 4 weeks. Student opinions were gathered through interviews as to the strengths and weaknesses of the rubric. In general, students articulated the need for a more detailed rubric with clearer explanations and guidance on what each item in the rubric means. Expert opinions were also collected, especially in terms of face validity. A second draft was prepared, taking into consideration student and expert comments. A second round of interviews carried out with participants demonstrated student satisfaction with the new rubric. Inter-rater reliability was also ensured through calculations of intraclass correlation coefficients, whose results indicated high inter-rater correlation rates among 3 independent faculty members who rated the same 57 pieces of writing using the rubric. Newly designed analytic rubric was ready for student and lecturer use.

Writing Skills 1 course, which is a compulsory one attended by first year ELT students, taught at a foundation university was assisted with the inclusion of peer scaffolding procedures described by the research. These are comprised of in-class writing, peer feedback and discussion sessions, and re-construction of student work. Students were required to write four types of paragraphs in total throughout 14 weeks. They were supposed to write each paragraph type, being present in the classroom during class hours, after being introduced to the type. Lecturer acted as a guidance in case of any problems.

In the weeks following the in-class writing, students were requested to bring a copy of their paragraphs and assigned to random peers. They provided each other feedback by the use of analytic rubric designed. They also wrote comments on errors and suggested alternatives on the copies. In the following lesson, they came together to share their comments about each other's paragraphs and to discuss why particular feedback was given, or any other point that they wished to discuss about their writing. This could be thought of as a negotiation session. After receiving peer feedback and comments on their paragraphs, students were expected to complete re-construction assignments till next week's lesson. The main motivation behind assigning these tasks was to make the peer feedback meaningful, since they were supposed

to re-construct their paragraphs in accordance with peer feedback. Errors were tried to be fixed and alternative suggestions by peers were considered.

Throughout the processes, an online platform was used in order to assign tasks, share classroom materials, or for student submissions. Both the lecturer and students benefitted from this online environment. Students compensated for the lessons they could not attend, by reviewing the materials and files uploaded by the lecturer. They also uploaded their paragraphs and re-construction assignments there. When necessary, they downloaded their own works. This enabled the course to be carried out in a more structured way.

Students were repeatedly measured in pre-, mid- and post- writing performance tests. The scores obtained from the tests were later compared in order to see whether there were differences among scores. Statistically significance differences between pre- and mid-test, mid- and post- test, and finally pre- and post-test were detected. Gender, perceived language proficiency level, prior participation in a writing course or preparatory school were not predictors of writing achievement. These results may be attributed to the practices followed throughout the course and peer scaffolding procedures can be claimed to have yielded positive results with regards to writing performances of ELT students.

A corpus-based error analysis was also conducted in order to reinforce findings of change from the beginning to the end of the procedures and to view the issue from an error analytic perspective. Two corpora were compiled by using student paragraphs from pre- and post-tests. Corpora were error tagged via UAM CorpusTool. Although there was a readily available error taxonomy that could be utilized in the software, a new error taxonomy was created for this research, with the help of results from a preliminary analysis of most common error types. Frequency analyses for error percentages and error types were run. Findings showed that there was a statistically significant decline in total error frequencies from pre- to post-test. Moreover, there was observed changes in error types.

Student perceptions regarding the peer scaffolding procedures were gathered through semi-structured focus group interviews conducted with the participation of 35 students and 4 focus groups in total. Students held positive attitudes towards the practices in general, in spite of several challenges they had gone through. Many advantages were vocalized by students such as improving skills that are related to writing, ease of using online platforms, not repeating the same mistakes thanks to peer feedback, learning while assessing or increase in self-confidence and creativity. They found discussion sessions useful since conflicts were resolved during those. Some students also expressed that they felt as a teacher as a result of

providing feedback and grading papers. Negative aspects mentioned by students were related to quality of feedback. Undetailed and false negative feedback they received was perceived as discouraging. However, they often tried to solve these issues in discussion parts, or they resorted to the lecturer for conflicts they could not achieve a consensus about.

### **Implications for Teaching**

Implementing peer scaffolding practices that incorporate the tenets of social constructivism in relation to peer interaction and peer assessment and measuring their effectiveness on student performance may not be a straightforward undertaking. This exact gap is aimed to be filled in the current research. Several implications can be drawn for teaching, especially for EFL and ELT contexts.

To begin with, rubrics may act a context-dependent role in assessing writing skills, rendering it required to specialize them in accordance with various variables such as student profile, learning needs, or even institutional requisites. On the other hand, it is also possible to utilize rubrics that have not been specially designed. In such cases, adapting it according to the mentioned variables plays an important role. Besides, holistic and analytic approaches need to be taken into consideration while choosing the appropriate rubric. Providing criteria and teaching them explicitly to students prior to assessment are vital in peer and self- assessment settings. Otherwise, students may get confused about what to do, thus leading to decrease in their commitment to tasks, which could eventually have negative influences on the implementation of the processes. Likewise, making students take part in the designing process of the rubric may be beneficial in terms of ensuring student interest and comprehension.

Applying the principles of social constructivism in the classroom may yield a great deal of benefits cognitively, affectively and socially. In teacher education programs, impacts could be felt even more. Students, teachers or researchers may also be confronted with various problems in the processes of peer assessment and peer scaffolding. However, maximizing benefits and minimizing challenges should be the primary aim. Student-teacher collaboration is important as much as student-student interaction. Students are supposed to be encouraged to participate in every step of the procedures in order for them to internalize the gains that the courses provide. Teacher should provide guidance in this process.

It also bears great importance to hear student voice after the implementation of collaborating perspectives in terms of gaining insights into the mechanisms that underlie peer scaffolding and spotting problems encountered. This could benefit teachers or researchers in the next designs and ease the application of such practices in the classroom.

### **Suggestions for Further Research**

A large body of research concentrates on collaboration, peer assessment and peer feedback in the literature. However, most research is concerned with perceived effectiveness of these practices or based on student/ teacher opinions (Double et al., 2020). Future research can take a more empirical stance towards the issues through experimental or quasi-experimental designs, which may enable to focus more on the process rather than guessed results or final products.

It can be seen that studies that ponder upon the benefits and positive aspects of peer assessment and collaborative writing are many. Although negative comments are also given place in these studies, more research can focus on downsides specifically. For instance, addressing student concerns about validity and reliability of peer generated scores, as done in the study by Cho et al. (2006), as well as about their inclusion in students' final evaluation in courses may be necessary, since it could be demotivating for students to be evaluated based on criteria that they would not agree with. Future research can be conducted particularly on possible problems faced by students and teachers. In this way, the issue can be approached from other perspectives. To illustrate, similar practices as those of the current one, but where anonymous peer feedback is ensured could be implemented in order to see their effectiveness in refraining from negative affective factors. Similarly, gathering student opinions not only after but also before the treatment may yield more conclusive results in the sense that the change in student opinions may be searched for.

Lastly, empirical research on collaboration and peer assessment in particular should be given place also in other levels than university context. Literature focuses on tertiary level students in general. Applying similar approaches in lower levels of EFL settings may produce diverging results and bring new insights or questions into mind.

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## APPENDICES



## Appendix 1. Analytic Rubric Designed for the Study

Evaluator's Name: \_\_\_\_\_  
 Peer: \_\_\_\_\_  
 Date: \_\_\_\_\_

### PEER ASSESSMENT FORM

| CRITERIA        |                           | EXCELLENT (4)                                                                                                                                                                                                                                                                                                  | GOOD (3)                                                                                                                                                                                                                                                                                        | AVERAGE (2)                                                                                                                                                                                                                                                                        | POOR (1)                                                                                                                                                                                                                                                                     | SCORE |
|-----------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| ORGANIZATION    | Topic S., Thesis S. (*2)  | -The paragraph starts with an engaging topic sentence that includes a clearly stated controlling idea centered around a well-developed main idea.                                                                                                                                                              | -The paragraph starts with a topic sentence that includes a vague controlling idea centered around a main idea.                                                                                                                                                                                 | -The paragraph has an unclear topic sentence that does not contain a controlling idea.<br>-The main idea is not expressed in the topic sentence.                                                                                                                                   | -Topic sentence is non-existent or misleading, having no controlling idea or main focus.<br>-More than one sentence exists to be counted as an introduction.                                                                                                                 |       |
|                 | Supporting Sentences (*2) | -The body part includes effective major and minor supporting sentences that have adequate elaboration, along with convincing and creative points, facts, statistics, examples, opinions and details.<br>-Supporting sentences explain and support the topic sentence.                                          | -The body part includes supporting sentences that have adequate amount of facts, statistics, examples, opinions and details.<br>-Supporting sentences explain and support the topic sentence.                                                                                                   | -The body part fails to provide supporting sentences that are adequately detailed and have enough examples, facts or statistics.<br>-There are few supporting sentences that address the main idea and/or controlling idea.                                                        | -The body part lacks supporting sentences and is full of incomplete and unclear independent sentences.<br>-Sentences in the body part do not explain or support the topic sentence.                                                                                          |       |
|                 | Conclusion Sentence (*2)  | -The paragraph ends with a clear conclusion sentence that avoids introduction of new ideas.<br>-Conclusion sums up and touches on briefly all the important viewpoints presented.                                                                                                                              | -The paragraph ends with a conclusion sentence that avoids introduction of new ideas.<br>-Conclusion sums up some of the points presented in the paragraph.                                                                                                                                     | -Conclusion sentence does not include any of the points mentioned in the paragraph.<br>-Conclusion sentence introduces a new idea.                                                                                                                                                 | -The paragraph does not have a conclusion sentence and ends abruptly.<br>-More than one sentence exists to be counted as a conclusion.                                                                                                                                       |       |
|                 | Paragraph Type (*0.5)     | -The content has a high degree of compatibility with the type of paragraph assigned for the writing task.                                                                                                                                                                                                      | -The content is compatible with the type of paragraph assigned for the writing task to some extent.                                                                                                                                                                                             | -The content has a low degree of compatibility with the type of paragraph assigned for the writing task.                                                                                                                                                                           | -The content is not compatible with the type of paragraph assigned for the writing task whatsoever.                                                                                                                                                                          |       |
|                 | Outline (*0.5)            | -The content has a high degree of compatibility with the outline.<br>-The number of sentences in the paragraph and the number of bullets in the outline are equal.                                                                                                                                             | -The content is compatible with the outline.<br>-The number of sentences in the paragraph and the number of bullets in the outline are almost equal.                                                                                                                                            | -The content has a low degree of compatibility with the outline.<br>- The number of sentences in the paragraph is much higher/lower than the number of bullets in the outline.                                                                                                     | -The paragraph does not have an outline, or the outline is incompatible with the content.                                                                                                                                                                                    |       |
|                 | Coherence (*3)            | -The paragraph includes ideas which are completely relevant to the assigned topic.<br>-The paragraph includes ideas which are arranged in a logical order.                                                                                                                                                     | -The paragraph includes ideas which are mostly relevant to the assigned topic.<br>-The paragraph includes ideas which are almost arranged in a logical order.                                                                                                                                   | -The paragraph has a low relevance to the assigned topic.<br>-Ideas presented in the paragraph are not organized in a logical order.                                                                                                                                               | -The paragraph is not relevant to the assigned topic whatsoever.<br>-Ideas presented in the paragraph are not organized in a logical order.                                                                                                                                  |       |
| WRITING FLUENCY |                           |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                              |       |
| Cohesion (*3)   | Coherence (*3)            | -The writer has an effective and accurate use of advanced cohesive devices such as transition/linking words and connectors.<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are utilized thoroughly.<br>-Synonyms/ antonyms are used to avoid overuse of repetitive keywords. | -The paragraph contains cohesive devices such as transition/linking words and connectors.<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are utilized to some extent.<br>-Synonyms/ antonyms are used to avoid overuse of repetitive keywords to some extent. | -The writer has a limited use of cohesive devices such as transition/linking words and connectors. Only frequently used connectors are chosen (e.g. "but", "because").<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are almost never utilized. | -The paragraph fails to contain cohesive devices/ accurately used cohesive devices such as transition/linking words and connectors.<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are non-existent.<br>-Repetitive keywords are overused. |       |

PEER ASSESSMENT FORM

Evaluator's Name: \_\_\_\_\_  
 Peer: \_\_\_\_\_  
 Date: \_\_\_\_\_

| CRITERIA     |                         | EXCELLENT (4)                                                                                                                                                                                                                        | GOOD (3)                                                                                                                                                                                                                       | AVERAGE (2)                                                                                                                                                                                                              | POOR (1)                                                                                                                                                                 | SCORE |
|--------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| LANGUAGE USE | Grammar (*4)            | -The paragraph has a high degree of grammatical accuracy. No grammatical mistakes (e.g. tense, subject-verb agreement, preposition mistakes) are present.<br>-The writer has an excellent command of compound and complex sentences. | -The paragraph has a high degree of grammatical accuracy. Occasional/ few grammatical mistakes (e.g. tense, subject-verb agreement, preposition mistakes) are present.<br>-Compound and complex sentences are mostly utilized. | -The paragraph has a low degree of grammatical accuracy. Many grammatical mistakes (e.g. tense, subject-verb agreement, preposition mistakes) are present.<br>-Compound and complex sentences are almost never utilized. | -Almost all of the sentences are grammatically inaccurate.<br>-Only basic/ simple sentences are utilized.                                                                |       |
|              | Vocabulary (*4)         | -The writer makes an appropriate use of a wide range of vocabulary items, idiomatic expressions and/or collocations.<br>-Advanced words are chosen throughout the paragraph.                                                         | -The writer makes an appropriate use of a wide range of vocabulary items. Idiomatic expressions and/or collocations are occasionally utilized.<br>-Advanced words are mostly chosen.                                           | -The writer makes use of a limited range of vocabulary items, idiomatic expressions and/or collocations.<br>-Advanced words are rarely chosen.                                                                           | -The writer makes use of incorrect and inappropriate use of vocabulary items. Idiomatic expressions and/or collocations are not utilized.<br>-No advanced word is found. |       |
|              | General Formatting (*1) | -Indentation is completely accurate.<br>-The writer's handwriting is completely legible.                                                                                                                                             | -Indentation is mostly accurate.<br>-The writer's handwriting is almost completely legible.                                                                                                                                    | -Indentation is absent or unnecessary.<br>-There are several words that are not legible.                                                                                                                                 | -Indentation is absent or unnecessary.<br>-The writer's handwriting is not legible overall.                                                                              |       |
|              | Spelling (*1)           | -No spelling mistakes are present.                                                                                                                                                                                                   | -Occasional/ few spelling mistakes are present.                                                                                                                                                                                | -Many spelling mistakes are present.                                                                                                                                                                                     | -Serious spelling mistakes are present. Basic words are spelled inaccurately.                                                                                            |       |
| MECHANICS    | Punctuation (*1)        | -No misused punctuation marks (e.g. missing or too many commas, "it's versus its") are present.                                                                                                                                      | -Occasional/ few misused punctuation marks (e.g. missing or too many commas, "it's versus its") are present.                                                                                                                   | -Many misused punctuation marks (e.g. missing or too many commas, "it's versus its") are present.                                                                                                                        | -An excessive number of misused punctuation marks (e.g. missing or too many commas, "it's versus its") is present.                                                       |       |
|              | Capitalization (*1)     | -No incorrect/ unnecessary capitalization is present.                                                                                                                                                                                | -Occasional/ few incidents of incorrect/ unnecessary capitalization are present.                                                                                                                                               | -A high number of incidents of incorrect/ unnecessary capitalization is present.                                                                                                                                         | -Serious incidents of incorrect/ unnecessary capitalization are present.                                                                                                 |       |

Other Considerations/ Notes:

|                    |
|--------------------|
| <b>TOTAL SCORE</b> |
|--------------------|

## **Appendix 2. A Suggested Peer Scaffolding Implementation Program**

### **ENGLISH LANGUAGE TEACHING PROGRAM 2019-2020 ACADEMIC YEAR FALL SEMESTER**

**Course:** ELT105/ Writing Skills 1

**Course Description:** This course aims to equip students with necessary qualifications pertaining to the basic concepts and terms about writing in general, mechanics of paragraph writing of various sorts and academic writing through in-class writing activities and peer assessment processes.

#### **Course Requirements**

- The course requires regular attendance and active participation.
- Students are expected to actively participate in the writing sessions, in-class activities and peer assessment procedures.
- Students are expected to upload their paragraphs, peer assessment reports and other assignments on the shared online platform.

#### **Assessment**

- Active participation in classroom activities (10%)
- Midterm (20%)
- In-class writings + Peer assessment forms (20%+20%)
- Final (30%)

#### **Attendance**

- 70% Compulsory Attendance
- Keeping track of the attendance is students' own responsibilities.

#### **Explanations**

- In-class writing sessions will be carried out each week after the introduction to each paragraph type. After each session, students are expected to upload their writings on the online platform the same day.
- In the week after the writing session, students should bring one copy of the last paragraph they have written. Students are expected to assess their peers' writings. Forms for peer assessment will be provided by the instructor.

### **PEER SCAFFOLDING IMPLEMENTATION PROGRAM**

| <b>Weeks</b> | <b>Course Content</b>                                                                                             | <b>Task</b>                                                             | <b>Submission</b>       |
|--------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------|
| <b>W1</b>    | <b>-Introduction to the course<br/>-Elements of a good paragraph</b>                                              | <b>Discussion</b>                                                       | <b>Writing Exercise</b> |
| <b>W2</b>    | <b>-Organization in a paragraph (Finding a topic, types of outlines etc.)<br/>-Mechanics of paragraph writing</b> | <b>Exercises on the content<br/>Brainstorming<br/>Creating Outlines</b> |                         |

|            |                                                          |                                                                                                    |                                                            |
|------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------|
|            | <b>-Coherence<br/>-Unity</b>                             |                                                                                                    |                                                            |
| <b>W3</b>  | <b>Peer Scaffolding</b>                                  | <b>How to do peer assessment?<br/>How to use analytic rubric?<br/>(provided by the instructor)</b> |                                                            |
| <b>W4</b>  | <b>Description Paragraph</b>                             | <b>In-class writing</b>                                                                            | <b>Please upload the paragraph on the online platform.</b> |
| <b>W5</b>  | <b>Reflecting on Description Paragraphs</b>              | <b>Peer-assessment procedures:<br/>-Peer Feedback Session<br/>-Discussion Session</b>              | <b>Assignment:<br/>Re-Construct your paragraph.</b>        |
| <b>W6</b>  | <b>Cause-Effect Paragraph</b>                            | <b>In-class writing</b>                                                                            | <b>Please upload the paragraph on the online platform</b>  |
| <b>W7</b>  | <b>Reflecting on Cause Effect Paragraphs</b>             | <b>Peer-assessment procedures:<br/>-Peer Feedback Session<br/>-Discussion Session</b>              | <b>Assignment:<br/>Re-Construct your paragraph.</b>        |
| <b>W8</b>  | <b>Midterm Exam</b>                                      |                                                                                                    |                                                            |
| <b>W9</b>  | <b>Reflecting on Midterm Exam</b>                        |                                                                                                    |                                                            |
| <b>W10</b> | <b>Comparison-Contrast Paragraph</b>                     | <b>In-class writing</b>                                                                            | <b>Please upload the paragraph on the online platform.</b> |
| <b>W11</b> | <b>Reflecting on Comparison Contrast Paragraphs</b>      | <b>Peer-assessment procedures:<br/>-Peer Feedback Session<br/>-Discussion Session</b>              | <b>Assignment:<br/>Re-Construct your paragraph.</b>        |
| <b>W12</b> | <b>Opinion Paragraph</b>                                 | <b>In-class writing</b>                                                                            | <b>Please upload the paragraph on the online platform.</b> |
| <b>W13</b> | <b>Reflecting on Opinion Paragraphs</b>                  | <b>Peer-assessment procedures:<br/>-Peer Feedback Session<br/>-Discussion Session</b>              | <b>Assignment:<br/>Re-Construct your paragraph.</b>        |
| <b>W14</b> | <b>Putting it all together<br/>Towards essay writing</b> |                                                                                                    |                                                            |

### Appendix 3. Focus Group Interview Guide

#### INTERVIEW GUIDE

|                    | QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                           | DURATION |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Ice Breakers       | 1- Have you attended any kind of writing course before?<br>2- How important is the writing skill to you while learning a foreign language?                                                                                                                                                                                                                                                          | 2 mins   |
| Introductory Phase | 1- What could be the factors that contribute to the improvement of your writing skills?                                                                                                                                                                                                                                                                                                             | 3 mins   |
| Transition Phase   | 1- How did you benefit from this course overall?<br>a. What skills have you improved in this course?<br>2- After this course, do you feel any change in the level of your writing competency?<br>a. Do you feel that there is a difference between your writing performance in the first and final weeks?<br>b. How did your writing skills improve?                                                | 10 mins  |
| Key Questions      | 1- What could be the possible benefits of <u>peer scaffolding procedures</u> ?<br>a. How would you describe your <u>in-class writing experiences</u> ?<br>b. How did your peer contribute to you during and after the sessions?<br>c. How did grading and giving feedback to your peer contribute to you?<br>d. Do you think your peers have improved their writing skills thanks to your feedback? | 10 mins  |
|                    | 2- What effects did <u>re-construction assignments</u> have on your next writing task?                                                                                                                                                                                                                                                                                                              | 10 mins  |
|                    | 3- What opportunities did this course and peer scaffolding procedures provide you as a candidate teacher?                                                                                                                                                                                                                                                                                           | 10 mins  |
| Closing            | 1- Would you like to add any other point about the course or peer scaffolding procedures?                                                                                                                                                                                                                                                                                                           | 5 mins   |

## Appendix 4. Sample Writing Performance Test

### 2019-2020 ACADEMIC YEAR/ FALL SEMESTER WRITING SKILLS I FINAL EXAM

You are expected to write an **Opinion Paragraph** with **one** of the topics given below. **Circle** the option that you wish to write your paragraph about. Design your outline on the front page (with all of its details included) and the actual paragraph should be on the back page. You can decide yourself on the type of outline. Do not forget: You should choose your side and defend it.

Option 1: English should be taught to Turkish students by a teacher who is a native speaker of English/ a teacher who is a native speaker of Turkish.

Option 2: Men should be allowed to/ do not have to get paternity leave from work.

Option 3: Albert Einstein once said: "I do not know with what weapons World War 3 will be fought, but World War 4 will be fought with sticks and stones." Do you think technology is a threat to humanity in the long term, or is it our lifeguard?



## Appendix 5. Pre-Test Sample Paragraph

### UNIVERSITY LIFE

Students, who graduated high school, have difficulty in getting used to university life. There are three difficulties about university life. One of them, education is a most difficult thing for new students. For example, in high school, everyday students had some lesson times, but in university students don't have some lesson times, every day different lesson times they have. Also, there were two exams in one semester in high school, now there is one exam in one semester. Another difficulty is social life. No longer, they come into a new way of life. Their orders, friends, everything changed. Biggest problem is friends. It is very difficult for them to make friends when they enter the university. For example last year, I came to this school, I had difficulty about meeting new friends. Even if they come from another city, that is problem for them. They have to get used to dormitory or home life. Last difficulty is money. For instance, I'm a 50% scholarship student at foundation university, so I have to pay attention to my spending money. As a result university life has many difficulties but it will be best times of life.

## Appendix 6. Mid-Test Sample Paragraph

### The Way of Use

As we all know Internet and Social Media have both negative and positive effects on us. First of all, we spend a lot of time, we don't even realize and don't know how much time we spend and end up being 8-10 hours online, even more. Another point is that we compare ourselves with people we see on the Internet or on Social Media then we start to think about our lives, our bodies, our friends, our families so we ended up feeling like our lives are not as good as others lives. In a recent research, it showed that 9 out of 10 people highly effected by Social Media and Internet. Even, too many people commit a suicide because of depression and non-satisfaction with their lives. On the other hand we show about ourselves a lot that others know everything about us. This result in burglary maybe because you already open a door for everyone actually so it gets easier for them to know your informations and there are more negative ones even I didn't mention. If you use for better things then it can become useful, for example if you use for get information, searching or learn about the news in the world then you can realize the benefits. Also you can use for online shopping if you are too lazy to go to shopping malls or you can use online bank because it is more easier to do things while laying on the bed at home. As a conclusion Internet and Social Media have really big part in our lives, we can either use them in a good way or bad way and it is on you, you choose.

## Appendix 7. Post-Test Sample Paragraph

Even though most of the educators say that English should be taught to Turkish students by a teacher who is a native speaker of Turkish, I strongly believe that they are unconstitutional in terms of thought expression, accent skills and having the obligation of speaking in a certain language. At first, I am of the opinion that native speakers of English can express what is on their minds better than Turkish native speakers. That is because Turkish speakers have to make a translation of thoughts between the two languages everytime before they talk. This situation causes various kinds of mistakes and it gets more difficult for students to understand them. Another refutation that I am aside of is the accent. Since speaking is one of the most important and effective skills in language learning, students have to learn this skill from the best resource who is a native speaker of English. I support this idea pertaining to that a Turkish teacher has a great deal of chance to make pronunciation mistakes when it is nearly zero for a native one. Lastly, if the teacher is Turkish, there is no choice but to speak Turkish at the end of the day. On the other hand, this situation is not even a choice when it comes to a native speaker of English because the students would be aware of the fact that they can communicate only by speaking English. In summary, despite the claims that most people think that English should be taught by Turkish teachers, I am of the completely opposite opinion pertaining to subjects such as thought expression, accent skills and the obligation of speaking in a certain language.

## Appendix 8. Sample Student Re-Construction

**Should Weapon Usage Be Banned or Not?**

Although some may defend the opposite, I am of the opinion that carrying weaponry, especially guns should be outlawed by the administration. As to give an example, carrying a weapon is free in the United States of America and due to this, there have been many school shootings; children or teens were murdered violently by their peers and this is just one reason to forbid carrying weapons like rifles and guns. There are also many sociopaths that buy heavy armaments and raid mosques or churches aimlessly, causing many innocent individuals to die or suffer from bad wounds and I believe governments had better take a step to prevent these shootings as soon as possible. There is also the case of killing animals both recklessly and illegally in the hunting-ban season. I strongly oppose this kind of activity because there are many animals on the verge of extinction and they don't deserve to be murdered just for some silly activity that ignorant men do. Another reason for banning weapon usage is cruel people. Particularly in our country, many wicked men murder their partners or female family members and if the governments halt weapon usage by ordinary people, we may be able to prevent these losses. Moreover, there are people that rob banks or raid houses for financial issues with the help of a weapon and these are just other obvious reasons why authorities should ban weapon usage. In conclusion, if we want a better society without shootings, murders, sufferings, we should take a step to raise awareness of why weapons should be banned.

Deleted: Or

Deleted: advocate

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Deleted: there are

Deleted: cruel

Deleted: who

Deleted: ban

Deleted: deaths

Deleted: monetary

## Appendix 9. Sample Peer Feedback

Scientific Experiments should not be  
Performed on Animals

→ nice start  
Many think that trying new beauty products on animals is fair and beneficial for us, human beings, but, I strongly believe that <sup>it is unnecessary</sup> this is something cruel and merciless. It may be true that it is safe for humans but, it doesn't mean that we have <sup>to use</sup> this kind of products. There are plenty of brands <sup>these</sup> that ~~sells~~ <sup>sell</sup> "cruelty free" products, which means <sup>it's confusing</sup> they didn't <sup>the product are not</sup> tested on animals, and their price is pretty affordable. <sup>I would be better</sup> too may be consider using cruelty free make-up products in the past <sup>and as added</sup> I considered / I have considered a non-user of make-up, I use Wet 'n Wild eyeshadow palette and <sup>things like "now, I wear make-up and I"</sup> you should have emphasized saying the natural use the I'm happy with that. Therefore, using animals breaks the natural brand chain and <sup>cause some kinds to extinct</sup> extincts some kinds. Especially monkeys, because called "wet" of our genetical similarities they are mostly required. In conclusion, <sup>with</sup> I think this unfair process is unethical and it has to be stopped which is a cruelty-free brand and I'm. as soon as possible. otherwise it become confusing for people who are not into make up.

→ I think  
"Especially monkeys are mostly required because of our genetical similarities." would be a better sentence.

| CRITERIA        |                           | EXCELLENT (4)                                                                                                                                                                                                                                                                                                  | GOOD (3)                                                                                                                                                                                                                                                                                             | AVERAGE (2)                                                                                                                                                                                                                                                                        | POOR (1)                                                                                                                                                                                                                                                                     | SCORE |
|-----------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| ORGANIZATION    | Topic Sentence (*2)       | -The paragraph starts with an engaging topic sentence that includes a clearly stated controlling idea centered around a well-developed main idea.<br>8                                                                                                                                                         | -The paragraph starts with a topic sentence that includes a vague controlling idea centered around a main idea.                                                                                                                                                                                      | -The paragraph has an unclear topic sentence that does not contain a controlling idea.<br>-The main idea is not expressed in the topic sentence.                                                                                                                                   | -Topic sentence is non-existent or misleading, having no controlling idea or main focus.<br>-More than one sentence exists to be counted as an introduction.                                                                                                                 | 8     |
|                 | Supporting Sentences (*2) | -The body part includes effective major and minor supporting sentences that have adequate elaboration, along with convincing and creative points, facts, statistics, examples, opinions and details.<br>-Supporting sentences explain and support the topic sentence.<br>8                                     | -The body part includes supporting sentences that have adequate amount of facts, statistics, examples, opinions and details.<br>-Supporting sentences explain and support the topic sentence.                                                                                                        | -The body part fails to provide supporting sentences that are adequately detailed and have enough examples, facts or statistics.<br>-There are few supporting sentences that address the main idea and/or controlling idea.                                                        | -The body part lacks supporting sentences and is full of incomplete and unclear independent sentences.<br>-Sentences in the body part do not explain or support the topic sentence.                                                                                          | 8     |
|                 | Conclusion Sentence (*2)  | -The paragraph ends with a clear conclusion sentence that avoids introduction of new ideas.<br>-Conclusion sums up and touches on briefly all the important viewpoints presented.<br>8                                                                                                                         | -The paragraph ends with a conclusion sentence that avoids introduction of new ideas.<br>-Conclusion sums up some of the points presented in the paragraph.                                                                                                                                          | -Conclusion sentence does not include any of the points mentioned in the paragraph.<br>-Conclusion sentence introduces a new idea.                                                                                                                                                 | -The paragraph does not have a conclusion sentence and ends abruptly.<br>-More than one sentence exists to be counted as a conclusion.                                                                                                                                       | 8     |
|                 | Paragraph Type (*0.5)     | -The content has a high degree of compatibility with the type of paragraph assigned for the writing task.<br>2                                                                                                                                                                                                 | -The content is compatible with the type of paragraph assigned for the writing task to some extent.                                                                                                                                                                                                  | -The content has a low degree of compatibility with the type of paragraph assigned for the writing task.                                                                                                                                                                           | -The content is not compatible with the type of paragraph assigned for the writing task whatsoever.                                                                                                                                                                          | 2     |
|                 | Outline (*0.5)            | -The content has a high degree of compatibility with the outline.<br>-The number of sentences in the paragraph and the number of bullets in the outline are equal.<br>2                                                                                                                                        | -The content is compatible with the outline.<br>-The number of sentences in the paragraph and the number of bullets in the outline are almost equal.                                                                                                                                                 | -The content has a low degree of compatibility with the outline.<br>-The number of sentences in the paragraph is much higher/lower than the number of bullets in the outline.                                                                                                      | -The paragraph does not have an outline, or the outline is incompatible with the content.                                                                                                                                                                                    | 2     |
| WRITING FLUENCY |                           |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                              |       |
| Cohesion (*3)   | Coherence (*3)            | -The paragraph includes ideas which are completely relevant to the assigned topic.<br>-The paragraph includes ideas which are arranged in a logical order.<br>12                                                                                                                                               | -The paragraph includes ideas which are mostly relevant to the assigned topic.<br>-The paragraph includes ideas which are almost arranged in a logical order.                                                                                                                                        | -The paragraph has a low relevance to the assigned topic.<br>-Ideas presented in the paragraph are not organized in a logical order.                                                                                                                                               | -The paragraph is not relevant to the assigned topic whatsoever.<br>-Ideas presented in the paragraph are not organized in a logical order.                                                                                                                                  | 12    |
|                 |                           | -The writer has an effective and accurate use of advanced cohesive devices such as transition/linking words and connectors.<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are utilized thoroughly.<br>-Synonyms/ antonyms are used to avoid overuse of repetitive keywords. | -The paragraph contains cohesive devices such as transition/linking words and connectors.<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are utilized to some extent.<br>-Synonyms/ antonyms are used to avoid overuse of repetitive keywords to some extent.<br>9 | -The writer has a limited use of cohesive devices such as transition/linking words and connectors. Only frequently used connectors are chosen (e.g. "but", "because").<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are almost never utilized. | -The paragraph fails to contain cohesive devices/ accurately used cohesive devices such as transition/linking words and connectors.<br>-Repeated keywords/ideas and consistent pronouns (e.g. "it", "this", "these") are non-existent.<br>-Repetitive keywords are overused. | 9     |

there are not really transition words enough, so 9 is pretty big deal.

## Appendix 10. Student Consent Form

### ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, “Promoting Peer Scaffolding through Analytic Feedback Criteria: From a Perspective of Error Analysis in Writing Based on Learner Corpus” başlıklı bir tez çalışması olup yönlendirici akran desteğinin, analitik geri bildirim kriterleri sağlanması yoluyla İngilizce yazma becerisi üzerinde olumlu bir etkiye sahip olup olmadığını araştırmaktadır. Çalışma, Arş. Gör. Neris Taymaz tarafından yürütülmekte ve yabancı dil olarak İngilizce öğrenme ortamlarında gerçekleşen yazma derslerine katkı sağlamayı amaçlamaktadır.

- Bu çalışmaya katılım gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda sınıf içi gerçekleştirilen ve ödev olarak teslim edilen yazılarınız kullanılacak ve analiz edilecektir.
- Araştırmada katılımcıların ismi gizli tutulacaktır.
- Toplanan veriler sadece bilimsel amaçlarla kullanılacak olup araştırmanın amacı dışında kullanılmayacak ve yazılı izniniz olmadan başka hiç kimseyle paylaşılmayacaktır.
- Sizden toplanan veriler gizlilik yöntemleri çerçevesinde korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Çalışmadan istediğiniz zaman ayrılabilirsiniz. Bu durumda verileriniz çalışmadan çıkarılacak ve imha edilecektir.
- Çalışmanın sonuçlarına ilişkin bilgi almak veya çalışmayla ilgili sorularınızı iletmek için aşağıda belirtilen kanallar yoluyla araştırmacıya ulaşabilirsiniz.

Zaman ayırdığınız ve çalışmaya katkıda bulunduğunuz için teşekkür ederim.

Araştırmacı Ad ve Soyadı: Neris Taymaz

Adres: Başkent Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü  
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**Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman çalışmadan ayrılabileceğimi biliyorum. Verdiğim bilgilerin ve sağladığım verilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.**

*(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)*

Katılımcı Ad ve Soyadı:

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Tarih:

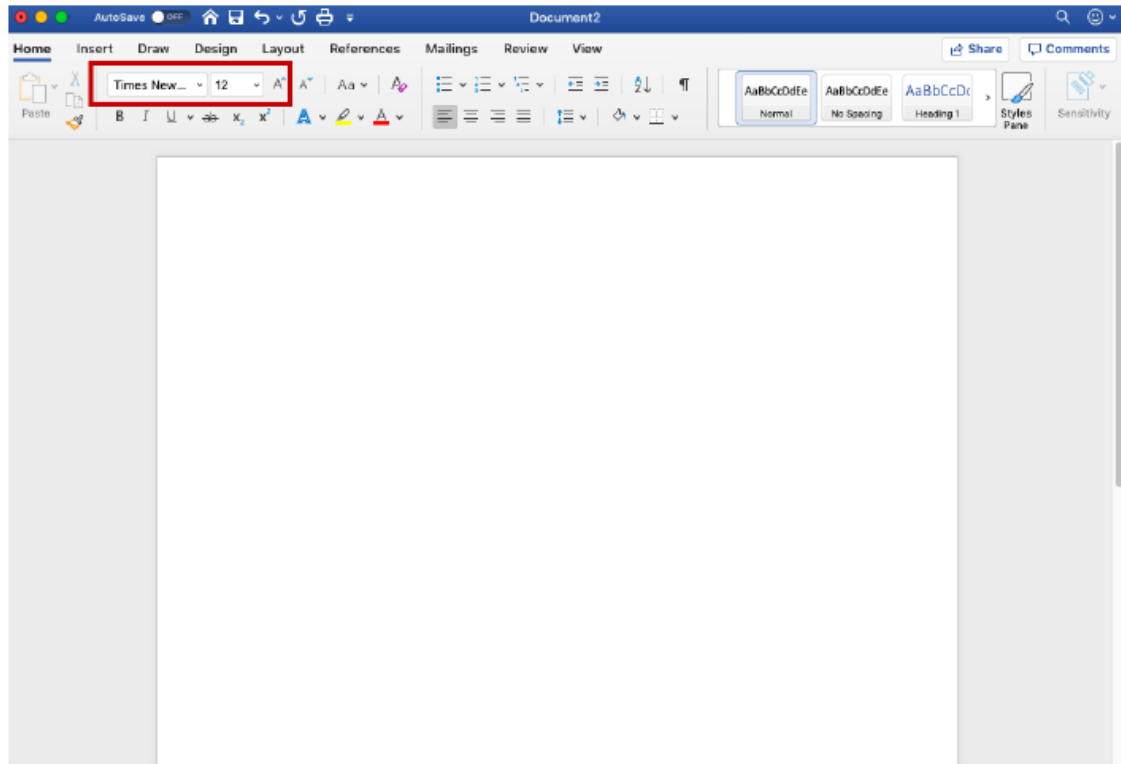
## Appendix 11. Re-Construction Guidelines

### GUIDELINES FOR RE-CONSTRUCTION ASSIGNMENT

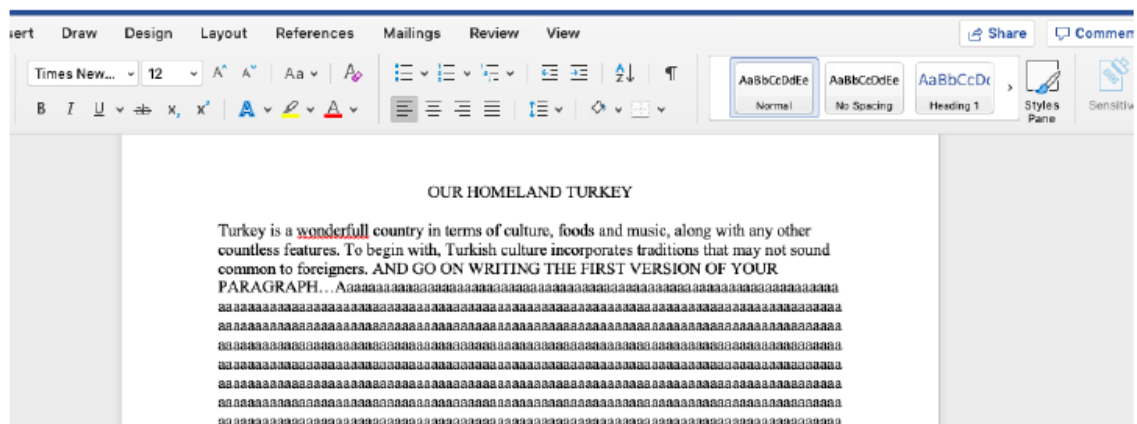
DEAR STUDENTS

Please follow the steps below in the process of preparing this week's assignment.

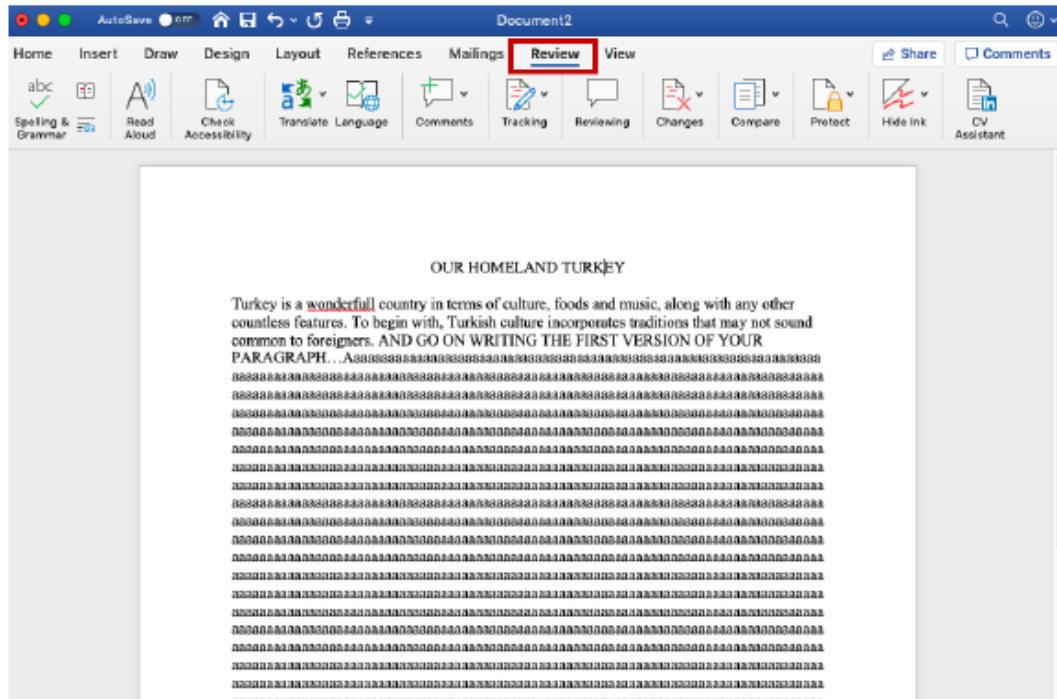
**Step 1: Open an empty Word Document. Set Times New Roman, 12, as the font.**



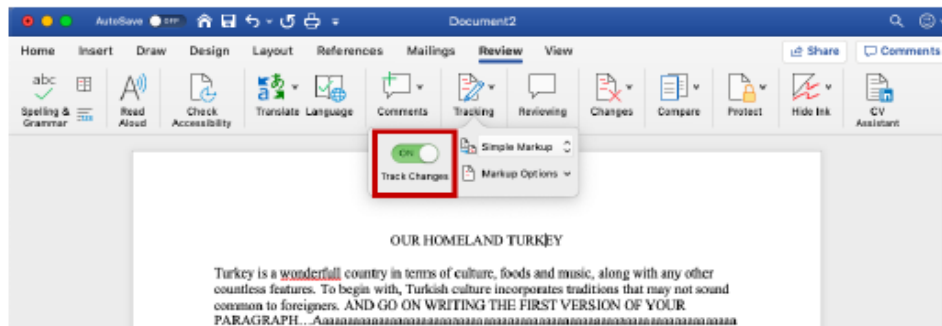
**Step 2: Write your initial descriptive paragraph about Turkey on this document, without changing any mistakes that you have made before.**



**Step 3:** After you have COMPLETELY finished writing the first version of your paragraph that is full of mistakes, click the Review tab at the top of the document.

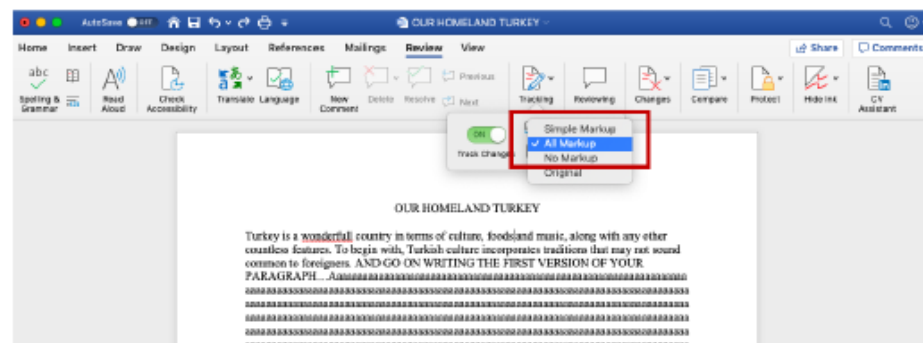


**Step 4:** Choose Tracking and Track Changes button.

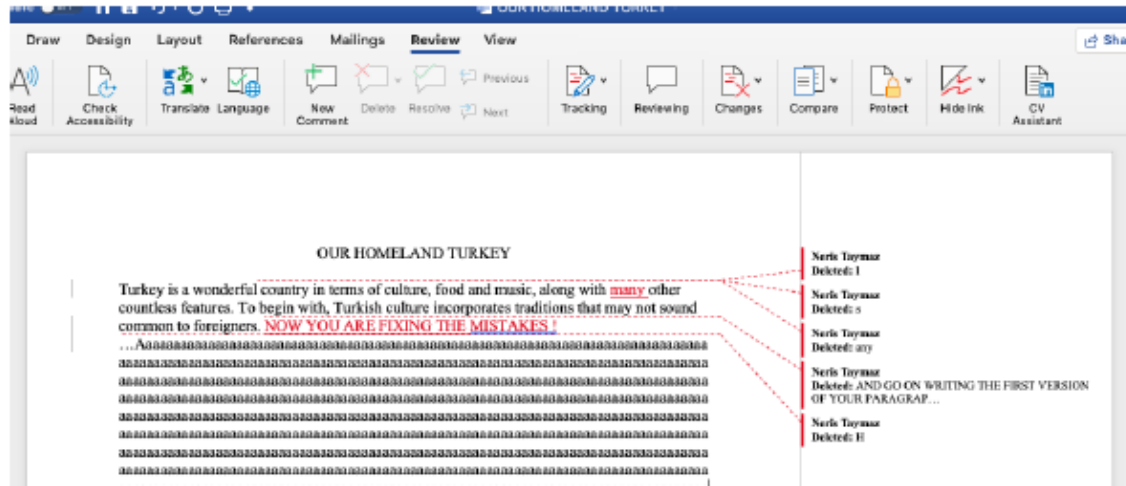


(This button may look different depending on your computer or Word version.)

**Step 5:** Change it from Simple Mark-up to All Mark-up.



**Step 6:** Now you can do any changes in your document and they will be saved so that the instructor can see which parts you have changed according to the feedback you received. You can erase words and add new ones, or you can fix spelling, capitalization or grammatical mistakes etc.

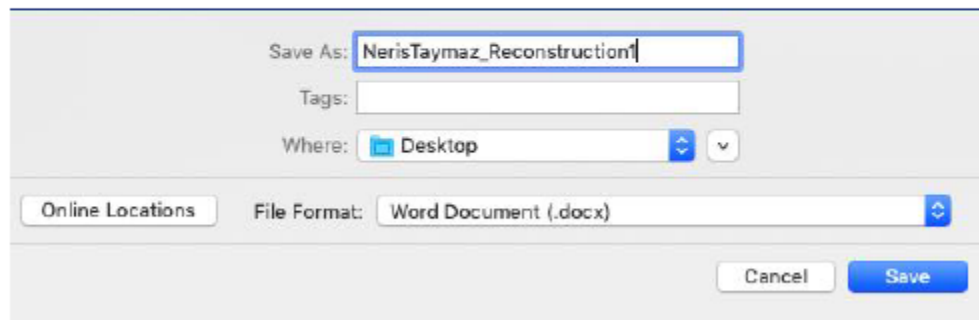


**Step 7:** After making the necessary changes, you can save the document on your computer.

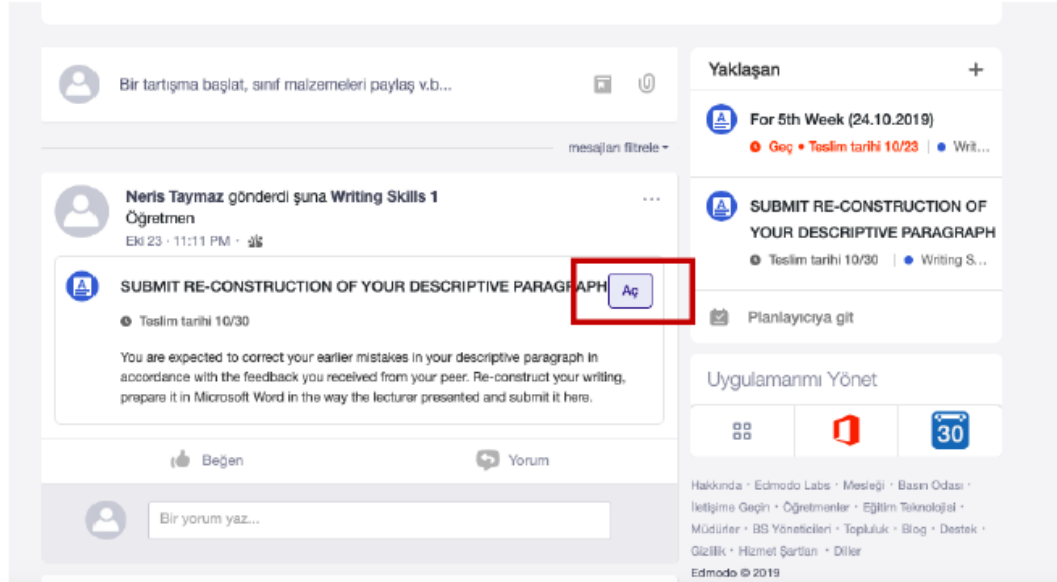


**Step 8:** Your document's name should look like this: (It should include your name and surname)

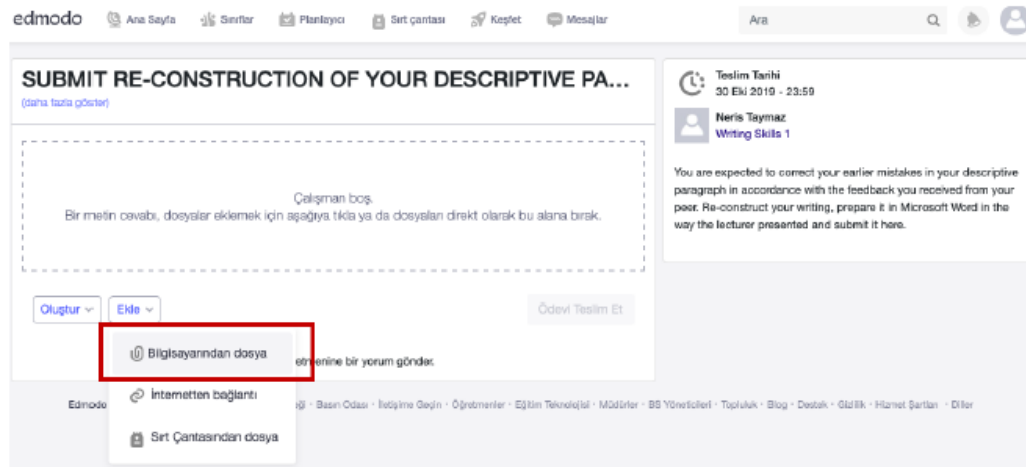
Example Document Name: NerisTaymaz\_Reconstruction1



**Step 9:** You have saved the document on your computer. Now log in to Edmodo. Choose and open the assignment named “[SUBMIT RE-CONSTRUCTION OF YOUR DESCRIPTIVE PARAGRAPH](#)”



**Step 10:** Choose your document from the computer and submit it.



## USING THE PEER ASSESSMENT FORM



### CONTENT

#### 1. RELEVANCE TO THE ASSIGNED TOPIC

- Do all the sentences in the paragraph point out to one main idea?
- Are all the sentences related to the topic for which brainstorming was carried out in the classroom?

### ORGANIZATION

#### 2. COMPATIBILITY WITH THE TYPE OF PARAGRAPH

- Is it REALLY a descriptive paragraph?
- Is the whole purpose of the paragraph to describe?
- Were the structures for describing used, especially in the topic sentence?

(relates to.....is concerned.....comes from.....is called.....is referred to as....is defined as...)

## ORGANIZATION

### 3. TOPIC SENTENCE

- Does it have one main idea and controlling ideas? If yes, identify them.
- Is it too general or too specific?

### 4. CREATIVITY

- Do the ideas presented in the paragraph reflect imagination of the writer?
- Does the paragraph attract the attention of the readers?
- Are details presented in the paragraph things that everybody already knows?



## ORGANIZATION

### 5. SUPPORTING SENTENCES

- Are details specific enough?
- Do they have facts, opinions, stats, examples etc.?
- Are all of them somehow related to each other?

### 6. CONCLUSION

- Does the writer avoid introducing a new idea in the last sentence?
- Does the writer mark the last sentence as the conclusion? (As a conclusion, consequently,... etc.)
- Does the writer sum up ALL the points touched upon throughout the paragraph with a single sentence?



## WRITING FLUENCY

### 1. COHERENCE AND UNITY

- Are transitions from one point to the other SMOOTH or ABRUPT?
- Does the writer use pronouns and repetitions to link sentences?
- Repeating the same sentence: Students have difficulty in getting used to university life. There are many difficulties.

OR

- Suddenly passing to the second point

### 2. ORGANIZATION IN A LOGICAL ORDER

- General to specific or Specific to General?
- Are the sentences ordered logically?



## WRITING FLUENCY

### 3. USE OF TRANSITION/ LINKING WORDS?: CORRECT USAGE!

After, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise, On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true, even so, namely, to illustrate, in other words, in particular, specifically, such as.....

## VOCABULARY

### 1. RICH AND ADVANCED VOCABULARY

#### Advanced Vocabulary items

- Instead of difficult, you can use: challenging, arduous, laborious,
- Instead of careful, you can use: meticulous
- Instead of using "a lot of" repeatedly, use "a great deal of", "plenty of", "a great number of"

#### General Vocabulary problems

- "teacher" instead of "lecturer"
- "enter" university exam
- The difference between "funny" and "fun"

## VOCABULARY

### USE OF IDIOMATIC EXPRESSIONS

- Try to use idioms!

### USE OF PHRASAL VERBS

### USE OF PREPOSITIONS

#### Missing Preposition/ Unnecessary Prepositions

- Difficulty + in
- Participate + in
- Join ~~to~~ clubs
- Mention ~~about~~ the exams
- Go ~~to~~ there
- Leave ~~from~~ your family

## VOCABULARY

- DIRECT TRANSLATION FROM TURKISH

“correct my morale”

Thinking in Turkish Language/ Non-existent structures

- Second reason, there are.....
- (Second reason is that there are.....)
- These years.... (In recent years)
- For example, courses and social life....
- For example, education... (Finish the sentence)

## VOCABULARY

### COLLOCATIONS

Collocation Errors

- ~~Get expectation~~, meet expectations

## GRAMMATICAL ACCURACY

### USE OF COMPLEX SENTENCES

- Short Sentences: Make them complex!
- Education is better. Exams are easier.
- Not only the education quality seems to be more agreeable, but examinations are also carried out in a way that students can achieve the outcomes of the course smoothly.

## GRAMMATICAL ACCURACY

### Noun, Adjectives, verb forms

- You need to have ~~patient~~. (patience)  
Affect vs effect etc.

### A/an/the

- THE first/second/last
- ~~The all books~~ All the books
- At the university (in general cases)
- "the other" issue (other vs. the other)

### Absence of A/an/the:

- Adapting to A new university
- This is A big problem.
- It is A good thing.
- You cannot find friend: You cannot find A friend./ You cannot find friends.



## GRAMMATICAL ACCURACY

### Tense

- If ~~you are do~~ your homework....

### +ING

Edmodo is a platform for upload~~ING~~ all the work you have completed.

### Unnecessaty TO

- You must ~~to~~ work.
- You should ~~to~~ work.
- You may not ~~to~~ work.



## MECHANICS

### SPELLING

"~~Cannot~~"

### PUNCTUATION

(.)

### CAPITALIZATION

- For example, ~~E~~ducation.....
- Capitalized I in the title

### INDENTATION

(should not be present in our case, as this is a single paragraph)





*GAZİLİ OLMAK AYRICALIKTIR...*