

AN ANALYSIS OF PEER REVIEW OF WRITING IN A BILKENT UNIVERSITY
FRESHMAN ENGLISH COURSE

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A THESIS PRESENTED BY
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TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 1999

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To my mother, father, and sister

ABSTRACT

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This research study had two main goals. The first one was to find out how Bilkent University Freshman English students participated in peer review sessions. The second one was to find out the perceptions of Bilkent University Freshman English students of the effectiveness of the peer review sessions.

The subjects of the study were three Bilkent University Freshman English students from the Economics Department. It was a case study, where, firstly, the researcher videotaped four peer review sessions of one peer review group. Next, the researcher conducted a group interview with the students in the peer review group. The interview had two parts. In the first part, the researcher asked the students ten questions that were determined according to the data obtained from the video recordings of the peer review sessions. In the second part of the interview the researcher asked the subjects' comments about some scenes in the second and the third peer review sessions. The interview was audiotaped and later both the videotapes and the audiotapes were transcribed for discourse analysis by the researcher.

In this case study, the researcher analyzed the transcriptions of the peer review sessions in terms of Issues of Control, The Language That the Students Used,

The Peer Review Sheets, and Revising After Peer Review Sessions. The researcher analyzed the transcriptions of the group interview under the following headings: Peer Review: Beneficial or Not, Incorporation of Peer Feedback, How to Make Peer Review More Effective, Training Before Peer Review Sessions, Peer Review Group Members, Using Native Language in Peer Review Sessions.

According to the results, two of the three students were more expressive and they controlled the peer review sessions. Also, the student who was most expressive almost always went to his peers' papers for specific examples while the most quiet one generally used vague language and did not support his feedback with specific examples. The other student sometimes used vague language and sometimes supported his feedback with specific examples from his peers' papers. In this study, the researcher argues that the questions on the peer review sheets have an impact on students' language and suggests that the peer review sheets should have questions that promote discussion and urge the students to go to their peers' papers for specific examples to support their feedback.

Moreover, all three students said that they benefited from the peer review sessions. However, two of the students never revised their writings after peer feedback while one revised only one. The students said that they did not revise because the mistakes that their peers pointed out were not important ones and they wanted to change their writings after they received feedback from their instructor.

Finally, the limitations and pedagogical implications of the study are provided.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

July 31, 1999

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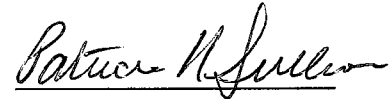
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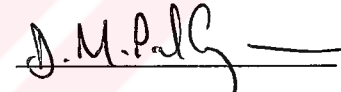
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ACKNOWLEDGEMENTS

I am very grateful to my advisor Dr. William E. Snyder for his valuable feedback and never ending support. Also, I would like to thank Dr. Patricia N. Sullivan, Dr. Theodore S. Rodgers, Dr. Necmi Akşit, Mr. David Palfreyman, and Ms. Michele Rajotte for their useful lectures and support.

I am thankful to Bilkent University Freshman English Unit for providing me with such an opportunity and supporting me. Also, I am grateful to Raifa Gahramanova from the Bilkent University Freshman English Unit. I would not have been able to collect my data without her help.

My special thanks go to Prof. Dr. Hüsni Enginarlar for his encouragement and support.

Finally, my greatest thanks is to my mother, father, and sister for being there whenever I needed them and their never ending love.

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CHAPTER 1 INTRODUCTION

In the past writing teachers would spend class time focusing on readings that served as models and on grammar, vocabulary, spelling, and punctuation exercises. Later, the students would be given an essay assignment on a topic and expected to write an essay modeled after the readings studied in class, paying attention to their language. The teachers would then read the students' essays, highlight the mistakes, and assign grades. The teachers would go over the mistakes the students made in their essays later in class, but not many students would pay attention or learn from their mistakes because they would have already gotten their grades (Williams, 1996).

According to Williams (1996) "pointing out the mistakes in a paper after it has been graded is about as useful as mentioning to beginning cooks that their soufflés did not rise because they left out the eggs" (p.9). On the other hand if the teacher cook supervises the whole process and interferes when the eggs are left out, the soufflé is saved. More important than that, people "learn better when the instruction comes during an action" (Williams, 1996, 9).

Today, writing teachers focus more on the process the students go through when writing an essay, rather than the finished essay itself. This approach is called the "Process Writing Approach". In the process writing approach, the students go through certain stages before they hand in the final drafts of their writings to their teachers. These stages are prewriting or brainstorming, drafting, reviewing, revising, proofreading, and editing. Also, in the process approach to teaching writing, the teacher 'does not just give an assignment and then wait for the student to hand it in'. Instead, the teacher, "participates and guides the student through the process of composing" (Masiello, 1993, 15).

In the process writing approach, it is not always the teacher who gives feedback to student essays. Often, the writing teachers who use the process writing approach establish peer review groups in their classes. That is, they ask their students to give feedback to their peers' essays at some stage or at every stage of the writing process (Williams, 1996).

In a peer review session, groups of students read and revise each others' writings. Usually, the students are provided with a 'peer review questionnaire' that guides them in terms of what to focus on and give feedback on from the writer's paper. The written comments of the reviewer are generally assessed by the teacher, together with the first draft on which feedback has been given (Huntley, 1992).

As a result of the literature review they conducted, Nelson and Murphy (1993) stated that peer review has proven to be a generally very successful approach in L1 composition classes in the U. S. Over the past 10 years, ESL teachers have been making use of this approach in their classes. However, not all of those teachers have been successful in incorporating peer review into their courses. Students, especially those coming from an educational background where the teacher is the authority and the only person who can judge their writings, have difficulty in getting used to the idea of giving feedback to their peers' writings. According to those students, they are taking that course because they did not know how to write, so it is meaningless to ask them to help their peers.

Background of the Study

'But teacher if I knew how to write I would not be in this classroom.'

'Giving feedback is the teacher's job.'

‘Teacher, are you trying to decrease your work load?’

Last year, I kept hearing these comments from my students whenever I incorporated peer review in my classes.

I teach Freshman Composition classes at Bilkent University. I heard about having students give feedback to each other in the beginning of last year from my officemate. She is from the United States and started to work in our unit last year. I liked the idea of having my students give feedback on each others’ papers because I am a person who learns more while discussing a point. Thus, I decided to have my students give feedback on the first drafts of their peers’ essay assignments. The students wrote a second draft which I gave feedback on and then they handed in their final drafts which were graded on content, organization, and language. Since I had not heard about peer review before, I got most of the contemporary practice on grouping, peer review sheets, and peer review procedure from my officemate.

The peer review groups were formed of three students. I determined the students who would form each group. I tried to make sure that I changed the peer review group of each student for all the different essay assignments so that all the students could have the chance to be exposed to as many perspectives, writing styles, and organizational patterns as possible. Another thing that I tried to pay attention to while forming the peer review groups was to put weak and strong students together. I believed that the students would not benefit much from a peer review session if their levels were the same or very similar. That is, if a student is not good at transitions between paragraphs, it is no use to put him in the same group with a student whose knowledge on transitions is not any better.

I provided my students with a checklist which guided them about the areas they were going to give feedback on and how they would give feedback to their peers. In the checklist that the students were provided with, the students were asked to give feedback to their peers on content, form, and mechanics. The checklist was prepared by my officemate.

The students focused on the four following areas when they were giving feedback to their peers on content. Firstly, they were asked to consider what kind of lead-in the writer had used in his/her introduction and whether it made them interested in the topic of the paper or not.

The students were also supposed to look for the thesis statement of the paper they were giving feedback on and state whether the thesis statement was clear and complete, that is, whether it made the perspective of the writer clear and gave the reviewer a clear idea of what would be discussed in the paper. Moreover, as part of the students' feedback on content, they had to choose two main points from the essay and state whether they were supported with examples and evidence from sources or not.

The students last comments on content were on the conclusion part of the paper they were giving feedback to. In this part they were supposed to reread the conclusion of the essay and state whether the conclusion restated the main points of the essay.

As for the students' feedback on the form of their peers' writings, they first had to state whether the language in the paper was formal and academic or not. That is, whether it included any contractions, idiomatic language, street slang. Also, in this section the students were asked to look whether the sources were cited using

proper MLA format and whether the 'Works Cited' page followed the MLA format or not.

In the last part of this section, the students were supposed to check whether their peers' paper was double spaced and written with Times New Roman 12 point font or not.

In terms of the feedback the students gave on mechanics, if time allowed, they were supposed to choose one paragraph of the term paper and ask the writer which three types of mistakes she or he would like them to look for. The writer could ask for feedback on, for example, spelling, subject/verb agreement, mass and count nouns.

Furthermore, in this section, the students were asked to state the most common grammar mistake that they found in their peers' papers.

Before I asked the students to start giving feedback to each other, we would look through at least two former students' essays and discuss the points highlighted in the checklist as a whole class activity.

Statement of the Problem

During the year that I introduced peer review, almost all of my students objected to the practice saying that if they had had the skills to give feedback to their peers' essays they would not have been taking this course. Most of my students found giving feedback to their peers, especially on grammar, useless and a waste of time. They said that their grammar was not good enough to correct the mistakes that their peers had made in their writings. Also, some of my students thought I was trying to get rid of some of my work load.

Thus, I understood that peer review did not serve its purpose in my classes. This could have happened for the following various reasons: Not being able to convey the value and purpose of peer review properly to my students; lack of training on the part of the students on giving feedback; the fact that I was going to read their papers and give feedback any way and since I was the one who was going to assign grades to their writings, my feedback was all that was important for them; the fact that they did not have the chance to do peer review more than three times in a semester and it was not enough for them to learn how to give feedback to their peers; the fact that I kept changing the group members thinking that it would be better because they would be exposed to more writing styles and different perspectives.

Purpose of the Study

In the light of all the issues stated above, I decided to conduct a study on peer review. I have two goals in conducting this study. The first one is to find out how Bilkent University Freshman English students participate in peer review sessions, that is, how they give and receive advice, and what roles they play in the peer review group.

My second goal is to find out the perceptions of Bilkent University Freshman English students on the effectiveness of the peer review sessions, that is, in what ways peer review is useful for them.

The ultimate goal of this study is to provide some suggestions for making peer review work effectively in Bilkent University Freshman English classes, in

terms of having the students believe in the value of peer review and consequently, in terms of improving their writings' content, organization, and language.

Significance of the Study

Many quantitative and qualitative studies have been conducted on peer review in writing classes so far (Amores, 1997; Carson & Nelson, 1996; Connor & Asenavage, 1994; DiPardo & Freedman, 1988; Goldstein & Conrad, 1990; Hacker, 1996; Horgan & Barnett, 1991; Huntley, 1992; Jacobs et al, 1998; McGroarty & Zhu, 1997; Mendonça & Johnson, 1994; Mittan, 1989; Nelson & Murphy, 1993; Qiyi, 1993; Sengupta, 1998; Stanley, 1992; Villamil & De Guerrero, 1996; Zhang, 1995; Zhu, 1995). However, all the studies are about a particular group of students whose background may be different from Turkish students. Thus, although they are very useful in developing the literature and the areas of focus in peer review in writing classes, they do not say anything about Bilkent University Freshman English students. My study is unique in the sense that it is the first study conducted with Bilkent University Freshman English students.

On the other hand, I know that there are teachers in our unit who are not in favor of the idea of incorporating peer review into their classes. Thus, I am hoping that by the help of this study all the teachers teaching in our unit will start making use of peer review in their classes and that consequently our students will benefit from this practice in terms of building audience awareness (Darling, 1992), becoming more self-confident (Masiello, 1993), and being exposed to not only various perspectives about a particular topic, but also different writing styles (Connors & Glenn, 1992).

Research Questions

The two research questions that guide my research in this study are as follows:

- ❖ How do Bilkent University Freshman English students participate in peer review sessions?
- ❖ What are the Bilkent University Freshman English students' perceptions of the effectiveness of the peer review sessions?



CHAPTER 2 REVIEW OF LITERATURE

Introduction

I have two goals in conducting this study. The first one is to find out how Bilkent University Freshman English students participate in peer review sessions. My second goal is to find out the perceptions of Bilkent University Freshman English students of the effectiveness of the peer review sessions. Before I describe the research study I conducted in terms of the data collection procedures, the data analysis procedure, and the results, in this chapter I present a review of the literature on peer review.

The literature review is presented in three sections. The first section covers the methods and techniques used to incorporate peer review in writing classes. In the second section, I focus on the claimed benefits of peer review. In the third section, I focus on the claimed difficulties of peer review.

Methods of Peer Review

Teachers who incorporate peer review into their classes make use of two basic techniques: The checklist technique and the modeling technique.

In the first technique, the teacher provides the students with a checklist that guides them while giving feedback to their peers' writings. Thus, the teacher determines the points to be considered while the students give feedback to each other (see Cramer, 1985; Darling, 1992; Gere, 1988; Lannon, 1995; Singh & De Sarkar, 1994; White & Arndt, 1991).

The checklist technique also varies in terms of the areas focused on and length. For instance, while the checklist that Qiye (1993) used in his classes focused

on five major areas with four to five subsections, Spack's checklist (1996) asks the students to focus on only three areas, none of which have subsections.

Qiyi (1993), first asks his students to discuss their peers' paper in terms of their "general impression" answering the following questions:

- What has the writer said in the paper?
- Is the description vivid? The time order clear? The development logical?
And the argument convincing?
- Does the writer develop paragraphs properly and effectively?
- What do you think are the strengths of the paper?
- How well does the writing fulfill its purpose? (p.30)

Second, Qiyi (1993) asks his students to focus on the "organization" of their peers' writing answering the following questions:

- Does the introduction clearly state the purpose and prepare the reader for the content?
- Is a suitable manner of development employed?
- Does each paragraph have a well-written topic sentence?
- Is there a clear connection from one point to another and a smooth transition between paragraphs?
- Does the conclusion reemphasize the purpose and summarize the content?
Is the conclusion justified? (p.30)

Third, Qiyi (1993) asks his students to focus on "sentence structure" answering the following questions:

- Are sentences complete and separated by end punctuation?
- Are sentences unified and coherent?

- Are sentences free of choppy, unnecessary, repetitive constructions?
- Are sentences free from logical flaws and mechanical errors?
- Is the sentence structure varied? (p.30)

Fourth, Qiyi (1993) asks his students to focus on “diction” answering the following questions:

- Are words used accurately?
- Are words concrete and specific?
- Does the language appeal to the reader’s senses?
- Is the language appropriate to the paper’s purpose and to the intended reader? (p.30)

Finally, in the fifth section of the peer review sheet, Qiyi (1993) asks his students to focus on the content of the paper. In this part, they only discuss ideas without referring to the students’ mistakes on form. Also, in this part of the feedback the teacher provides the students with questions about the writing’s topic. Qiyi (1993) gives the following questions as samples that could appear in this section:

- Is money everything?
- Is man innately superior to woman?
- Only stricter rules can prevent crimes of theft.
- Recreational films should be shown only on weekends.
- Technology is more important than liberal arts. (p.30)

On the other hand, Spack’s (1996) checklist focuses only on three areas. The students are asked to fill out the following “feedback form”:

- *Begin with positive reinforcement.* Tell the writer what you like about the paper and what you think should not be changed.

- *Insert your criticism.* Tell the writer what confused you, misled you, bothered you, or left you wanting more. Be specific.
- *Finish with a ray of hope.* Give the writer helpful suggestions. Be specific. If you were the writer of this paper, what would you do to strengthen it? (p.56)

The most striking difference between these two peer review sheets is that Qiyi's (1993) has only three wh- questions and 16 yes-no questions while Spack's (1996) focus on only three areas but areas that require discussion and being specific.

The second technique is modeling. One way of modeling could be where the teacher can have the students give feedback to her writings as a whole class and tells the students when and how their feedback is helpful (Benesch 1984). One benefit of this whole class activity is to give the students, who are inexperienced in giving feedback to writing, the opportunity to “experiment with different kinds of response and then get immediate feedback on the effectiveness of their comments” (Benesch, 1984, 3).

Benesch (1984) states that in this approach, the peers in time “develop a language of response as they experience the pitfalls of responding in groups” (p.1). Benesch (1984) further states that the role of the teacher in this approach is to observe how the peers interact with each other and to step in either with the purpose of “modeling effective feedback” or “guiding discussions about what is taking place in the groups and what changes might be desirable in the kinds of feedback being exchanged” (p.1).

Benesch (1984) claims that transcribing and analyzing the peer review sessions that the students have recorded is a wonderful way for teachers to review the

discussions that take place among the peer review group members. Benesch (1984) adds that when she shows the transcriptions to her students and talks about her observations with them, the students become aware of the fact that “talk is an important part of the composing process (p.3).

Hacker (1996) conducted an experimental study where he used the modeling technique. The purpose of his study was to find out to what extent training students with teacher conferences before the peer review sessions affected the success of peer review in writing. The subjects were students of two sections of ‘Freshman Composition’ at a medium-sized public university in the Southwestern United States. The students in one of the classes, the experimental group, were trained with teacher conferences plus the “traditional modeling instruction” while the students in the other class were trained with “traditional modeling instruction” only (p.5). Hacker used two types of “traditional modeling instruction” (p.5). One was a lecture plus the following recommendations:

1. The students should be aware that everyone in a peer response group had to fulfill two roles; the writer of a paper under discussion and a responder to the writing of others;
2. For both roles, it was important to ask questions.
 - a) Writers should ask their peers what they thought about aspects of the writing,
 - b) Responders should ask writers what their intentions were before making revision suggestions, and they should ask writers if their suggestions were helpful;
3. The emphasis of the response group should be on revision suggestions, not editing;

4. The writer, the person whose paper was under discussion, should speak first, in order to direct the conversation in such a way that met his or her needs (p.5)

The second kind of “traditional modeling instruction” was basically “analyzing the transcript of a particularly successful peer response talk devoted to one student’s paper” (p.5).

During the teacher conferences, the teacher and the students talked not about the students’ own writing, but about their peers’ papers that they were going to give feedback to. The peer review sessions in both classes were taped for data collection.

In the data analysis process, the recorded discourse was transcribed into idea units. Each idea unit was coded on three dimensions: “linguistic function”, “attention area”, and “specific focus” (p.11).

The results of the data analysis revealed that the students in the group that was trained with teacher conferences benefited from their peers’ feedback when they were left on their own while the students in the other group reported the opposite.

Claimed Benefits of Peer Review

Peer review is claimed to have various benefits, some of which are helping to generate new ideas (Elbow, 1973), building audience awareness (Darling, 1992; Mendonça & Johnson, 1994), building self-confidence (Masiello, 1993), learning where to expect errors in one’s own writings (Gaudiani, 1981), and having the opportunity to be exposed to not only different perspectives, but also different writing styles and organizational patterns (Connors & Glenn, 1992). Also, by observing peer review sessions, teachers get a chance to locate their students language needs (Mittan, 1989).

Elbow claims that a lot of people including himself experience the following endless times:

.... I write a paper; it's not very good; I discuss it with someone; after fifteen minutes of back-and-forth I say something in response to a question or argument of his and he says, 'But why didn't you *say* that? That's good. That's clear.' I want to shout, 'But I *did* say that. The whole paper is saying that.' But in truth the whole paper is merely implying or leading up to or circumnavigating that. Until I could see my words and thoughts refracted through his consciousness, I *couldn't* say it directly that way (Elbow, 1973, 49).

Elbow (1973) explains that usually two heads can make better sense of contradictory information than one head. He adds that this is the reason why "brainstorming works" (p.49). However, he also notes that if people are "stubborn and narrow-minded" and they do not let the new information to be "restructured" by the ideas of the others, then conversing is useless (p.50).

Another beneficial aspect of peer review is that it helps the students in building audience awareness. For students the teacher is not an audience, but somebody who assigns grades. Therefore, students try to write according to what they think the teacher will like or dislike. Guided by peer review the students can start seeing themselves as writers who are trying to convey their views instead of students who are trying to please the teacher and thus get high grades (Darling, 1992).

Mendonça and Johnson (1994) also found in a qualitative research study they conducted that peer review helped the students to build audience awareness. The purpose of their study was to ‘describe the negotiations that occur during ESL students’ peer reviews and the way these negotiations shape students’ revision activities’. This study was conducted in order to find out what types of negotiations L2 students engaged in during peer reviews, how L2 students used their peers’ comments in their revision activities, and what L2 students’ perceptions of the usefulness of peer reviews were.

The subjects of this study were twelve advanced non-native speakers of English. The peer review sessions, which were mostly between pairs, took place during the class hours. The students first read their peers’ drafts and then gave feedback according to a checklist of four items, which were determined by the teacher in order to guide the students. The peer review sessions were recorded in order to be analysed later.

According to the results, there were five different types of negotiations that occurred during peer review, which were question, explanation, restatement, suggestion, and grammar correction. Also, students’ first and second drafts revealed revisions reflecting three different patterns: students used what had been discussed during the peer reviews, students did not change a given part of their written texts even though that part had been discussed in the peer reviews, and students changed a given part of their texts without input from peer review. Moreover, during the post-interviews, all twelve students reported that they benefited from the peer review sessions.

Mendonça and Johnson (1994) conclude that teachers of L2 learners should incorporate peer review into their classes because peer review helps the students not only “to explore and negotiate their ideas” but also “to develop a sense of audience” (p.766).

Moreover, peer review groups build self-confidence in the students. Some students are shyer than others, and they become frustrated when they have to speak in a language other than their native language, especially if they have to perform in front of the whole class. For such students practicing speaking in small groups helps them in building self-confidence, so that eventually they start feeling comfortable when they have to speak in front of the whole class (Masiello, 1993).

Gaudiani (1981) agrees with Masiello (1993) in that sharing their writings with their classmates enhances students’ self-confidence. Gaudiani (1981) reports that she gave her students whose writings were discussed in class the chance to “remain anonymous” (p.10). However, Gaudiani (1981) adds that most of her students “wanted to be able to read their own work aloud” and that “they also preferred to explain what they meant to say” (p.10).

Gaudiani further (1981) stated that while giving feedback to their peers at peer review sessions, the students benefit in five different ways three of which are that through peer review “ they broaden vocabulary and syntactic experience through note taking and discussion of options, become more aware of the complex dynamics of good writing, and learn where to suspect errors in their own writing” (p.13).

In addition, the students are exposed not only to different perspectives about the essay assignment’s topic but also a variety of writing styles and organizational patterns by reading their peers’ compositions (Connors & Glenn, 1992).

Peer review also helps teachers to locate their students' language needs. For example, Mittan (1989) noted that observing his students during the peer review sessions and reading their feedback on the peer review sheets helped him to detect their needs in terms of language skills and thinking. Thus, sometimes he was able to discover the source of the students' writing difficulties by the help of his observations.

For example, one of Mittan's students constantly complained about not being able to read his peers' handwriting even when he was paired with a student whose writing was fairly legible. Mittan called the student to his office and asked him to read a paragraph. While the student was reading the paragraph, Mittan observed that his eyes were moving very slowly along each line. After the student was done with reading the paragraph, Mittan asked him what the paragraph was about and found out that the student had only grasped the general topic of the paragraph. However, the student was able to point out the parts of speech of almost all the words and spot that each word's spelling was correct. With the help of this observation, Mittan unexpectedly realized why his student's writing lacked cohesion which was the fact that his student concentrated on 'the form of each sentence, not how they linked to form a whole' (p.211).

Claimed Difficulties of Peer Review

Teachers have encountered various difficulties while incorporating peer review in their classes. Some examples of these various difficulties and the reasons why they may have occurred were the fact that some students felt defensive in the group, (Nelson and Murphy, 1993), that the students did not receive enough input to

evaluate papers and to become real readers (Sengupta, 1998), that students saw the teacher as the only feedback giver (Sengupta, 1998; Zhang, 1995; Carson & Nelson, 1998), that students mainly focused on their peers' mistakes about structure (Carson & Nelson, 1998), that the students discerned the aim of peer review as to locate their peers' mistakes (Carson & Nelson, 1998), that some students hesitated to point out to the problems in their peers' writings (Carson & Nelson, 1998), that taking part in a peer review session made the students feel uncomfortable and uneasy (Amores, 1997), that some students could not work productively together (Amores, 1997), and finally, that, for the students, handing in the assignment to their teachers was more important than participating in a peer review session (Amores, 1997).

Nelson and Murphy (1993) conducted a qualitative research study on whether L2 students incorporated their peers' suggestions that they received during peer review sessions while revising their drafts or not. A total of four students, two females and two males, were the subjects of this study. The subjects were taking an intermediate ESL writing course at a large metropolitan university. All the subjects came from different countries. The objective of the course was to have the students write focused and coherent paragraphs and process approach was used.

The research consisted of two stages. In the first stage, the four-person peer response group was videotaped once a week for six consecutive weeks. The researchers later transcribed these six forty-five minute sessions. The researchers located all the student suggestions from the transcriptions and examined whether the students had made use of these suggestions in their final drafts or not. According to the results, the students sometimes made use of their peers' suggestions.

In stage two of the study, the reasons why the students made use of their peers' suggestions at times and did not at other times were searched. Again the transcriptions of the peer response sessions were used for data analysis. According to the results, the students incorporated their peers' suggestions when they interacted with their peers in a cooperative manner. On the other hand, the students rarely made use of their peers' comments when they interacted with their peers in a defensive manner or did not interact at all.

Nelson and Murphy (1993) conclude that "the degree to which L2 writers incorporate peer suggestions in their revised drafts depends on the nature of the writers' interactions with the group (e.g., cooperative or defensive)" (p.141). To resolve this problem, Nelson and Murphy (1993) suggest, "with the principle of negotiation in mind," three ways the teachers can foster cooperation in groups. The first suggestion is to have the students "role play peer interactions in which a writer paraphrases a reader's comments". The second suggestion is to have the teacher "model appropriate responses such as paraphrasing and asking for clarification" prior to having the students take part in a peer response group. The third and the last suggestion is to have the writing teachers present their students "opportunities to examine transcripts or videotapes of peer group interactions as models for discussion and awareness training" (p.141).

Sengupta (1998) conducted a study in order to find out how peer review was viewed by ESL students in a secondary school writing class in Hong Kong. The class consisted of only girls whose native language was Cantonese. There were two research questions. The first one searching for whether the students made use of their peers' suggestions in their revisions or not. The second question asking

whether the students believed peer evaluation led to awareness of themselves as real readers or not.

The study was conducted in two phases. In the first phase, the self and peer-evaluation sheets of twelve students, that is, six pairs were compared to see whether there were any differences in the peer-evaluations from the self-evaluations. Then, the revised drafts were examined to see whether any of the students made use of her peer's suggestions or not.

According to the results, the self and peer-evaluations of the same composition were not different from one another. Also, none of the students took her peer's suggestions into consideration unless she had the same feedback in her self-evaluation.

In the second phase, six of the twelve students mentioned above were interviewed. According to the results of the interviews, all the students thought that peer review did not help them at all in building awareness of themselves as real readers. Also, the students believed that giving feedback was the job of the teacher and that only someone with perfect grammar could give feedback. Moreover, the students pointed out that the teacher's feedback was important because she assigned grades to their compositions.

Sengupta (1998), concludes that peer review in the above case "was not able to bring a real reader's perspective" and suggests three reasons why this was the case (p.25). First of all, Sengupta (1998) guesses that "the way instruction in revision was designed and executed had failed to help students to become the real reader, and that the input may not have prepared students with adequate linguistic and cognitive maturity to evaluate and act upon the evaluation" (p.25).

Second, Sengupta (1998) wonders “if peer evaluation were introduced as a collaboration between writer and peer, would students value the experience more positively” (p.25).

Last, Sengupta (1998) concludes that the reason why these students could not benefit from peer review is their perception that “the teacher was the only reader” (p.25). Sengupta (1998) adds that “The traditional roles of the teacher and learner in the school curriculum seem so deep-rooted that the only possible interpretation of knowledge appears to be that it is transmitted from the teacher to the student, and not constructed by the classroom community” (p.25).

Zhang (1995) studied the feedback preferences of eighty-one academically oriented ESL learners by statistically analyzing their responses to a questionnaire. Zhang (1995) had three research hypotheses for the study. First hypothesis was that ESL learners who are familiar with both teacher and peer feedback would strongly favor peer feedback if “peer feedback is inherently more meaningful and relevant and gives more social support than teacher feedback” (p.213). The second hypothesis was that peer feedback would be favored more than self-feedback since in self-feedback there was “no audience” and “no social support” (p.213). Finally, the third hypothesis was that self-directed feedback would be favored more than teacher feedback “given the assumption that teacher feedback threatens the ESL writer’s natural inclination toward self-determination, ownership, or empowerment, whereas self-feedback protects the author’s rights to his or her own texts” (p.213).

The participants of this study were eighty-one ESL students, thirty-one females and fifty males, enrolled in one private college and one state university in the

U.S. All the students in the study had experienced all three types of feedback that the study was concerned with: teacher feedback, peer feedback, and self-feedback.

For data collection, the participants were distributed a two-item questionnaire where they were asked to write down whether they preferred teacher feedback or nonteacher feedback, that is, peer feedback or self-feedback, and whether they preferred peer feedback or self-feedback before they wrote their final drafts.

According to the results, the ESL students strongly preferred teacher feedback over peer feedback which showed that the results for L1 composition classes did not apply to L2 composition classes. Zhang (1995) states that “ESL writing teachers need to ask their students before borrowing from the experience of their counterparts in L1 writing, and rethink their assumptions and strategies accordingly” (p.217).

The results for the second hypothesis revealed that the students favored peer feedback more than self-feedback. For this result Zhang (1995) comments that “Peer feedback is probably deemed the second best thing when teacher feedback is denied, but its lead in affective value does not seem as clear and definitive as its advocates would like to believe” (p.217).

The results for the third hypothesis revealed that teacher feedback is favored more than self-feedback. Zhang comments that “if power differential were a valid argument for students’ perceiving teacher-directed feedback as oppressive or threatening, they would have avoided teacher feedback as much as they could” (p.217).

Nelson and Carson (1998) carried out a microethnographic study in order to find out how Chinese and Spanish-speaking students perceived interactions in peer

response groups. The participants were students of an advanced ESL writing class at a large metropolitan university in the U.S. The students were taking a ten-week writing course that met four and a half hours a week.

Data were collected in two stages. In the first stage, the peer review sessions of the class were videotaped for six consecutive weeks. In the second stage, the researchers interviewed three Chinese and two Spanish-speaking peer review group members. During the interviews the researcher and the student watched the videotaped peer review session that the student had participated in, and while watching the video, the student answered the researcher's questions about the group's interactions. The interviews were audiotaped, and later transcribed by the researchers.

For data analysis, the interviews were coded according to the following categories: initiating comments, not initiating comments, responding to peer comments: agree, responding to peer comments: disagree, effectiveness of comments.

According to the results, both Chinese and Spanish-speaking students preferred negative comments that identified problems in their drafts. Also, they preferred their teachers' feedback to their peers'. Moreover, the Chinese and Spanish-speaking students had different opinions "about the amount and kind of talk that was needed to identify problems" (p.128).

Nelson and Carson (1998) claim that peer review has not been successful in this case, especially considering the purpose of the teacher, which was to aid the students in learning "to develop a piece of writing over multiple drafts" (p.129). They further claim that the students who participated in this study discerned the

activity as locating their peers' mistakes. Consequently, the students usually concentrated on the written product rather than the writing process.

Also, Nelson and Carson (1998) state that the participants in the study complained that the feedback they received from their peers was mainly on "word or sentence level and that they did not benefit from the feedback " in terms of helping them say what they wanted to say in their papers" (p.128).

Another result of Nelson and Carson's (1998) was that the students favored teacher feedback when they were asked to choose between teacher and peer feedback.

Last, Nelson and Carson (1998) point to the result of the study which revealed that even though the Chinese students saw the purpose of peer feedback as locating the problems in their peers' papers, they thought twice before mentioning the problems because they believed "that making negative comments on a peer's draft leads to division, not cohesion in a group" (p.128).

Amores (1997) conducted a study in order to find out about students' perceptions of role and status, of language proficiency, of credibility of feedback, and of instructor intervention in peer review. The participants in the study were eight undergraduate students in a third-year Spanish composition and grammar review course.

Data were collected through interviews, participant observation, artifact inventories, and questionnaires. In terms of students' perceptions of role and status, the results showed that in some pairs there was a clear student-teacher relationship. Moreover, the students reported that those students who could provide their peers with more feedback, in terms of quantity, seemed to have more authority.

In terms of students' perceptions of language proficiency, the students reported that the students with better grammar of Spanish and with higher grades tended to control the peer review sessions. In terms of students' perceptions of credibility of feedback, the students said that it made them feel bad if their peer tried to take over their writing and to impose his/her ideas on them. Also, some students reported that they tried to conform their writing to their peers', so that they would not get much criticism. In terms of students' perceptions of instructor intervention, the students tended to take their teachers' comments and feedback more seriously because the teachers were giving grades.

In the light of the results of the study, Amores (1997) concludes that "the nature of peer-editing generates a sense of discomfort and unesiness among the participants" (p.519). She adds that the students "became rather defensive when their work was criticized" (p.519).

Amores (1997) further concludes "that the instructor, from the beginning, must define clearly the teacher's role -as well as the roles of the students- during the peer-editing process" (p.520).

Besides the issues above, Amores (1997) points to the importance of pairing or grouping students for collaborative tasks like peer review and suggests that the teacher should be flexible if a need to change the members of a group arises.

Finally, Amores (1997) states that according to the results of the study, for the students handing in their assignments to the teacher is more important than the peer review.

Conclusion

Although a lot of studies have been conducted on the use of peer review in ESL classes, there is a continuing debate concerning the advantage and disadvantages of incorporating peer review in writing classes. The reason why peer review is successful in one class and not in another may be because of the possible differences between the needs and attitudes of the students in the two classes.

In this study, I explore Bilkent University Freshman English students' perceptions of peer review and the reasons for their perceptions in order to be able to come up with suggestions to make peer review work effectively for Bilkent University Freshman English students in terms of improving their writing skills. In the next chapter I provide the methodological approach I used to conduct this research study.

CHAPTER 3 METHODOLOGY

Introduction

In this chapter, I present the methodology of the study in four sections. In the first section, I provide information on the research tradition to which the study belongs and prior studies and methods from which the study borrows. In the second section I describe the subjects of the study. In the third section, I describe the instruments I used for data collection and elucidate the data collection procedures I used. Finally, in the fourth section, I provide the details of the data analyses.

I have two goals in conducting this study. The first one is to find out how Bilkent University Freshman English students participate in peer review sessions. My second goal is to find out the perceptions of Bilkent University Freshman English students of the effectiveness of the peer review sessions.

Prior Studies

This study is a qualitative case study. I was guided by two prior studies when deciding about the methodology of this study.

Nelson and Murphy (1993) conducted a qualitative research study that examined whether or not L2 students incorporated their peers' suggestions that they received during peer review sessions while revising their drafts. A total of four students, two females and two males, were the subjects of this study. The subjects were taking an intermediate ESL writing course at a large metropolitan university. The subjects came from different countries. The objective of the course was to have the students write focused and coherent paragraphs and the process approach was used.

The study consisted of two stages. In the first stage, the four-person peer response group was videotaped once a week for six consecutive weeks. The researchers later transcribed these six forty-five minute sessions. The researchers located all the student suggestions from the transcriptions and examined whether the students had made use of these suggestions in their final drafts or not.

In stage two of the study, the researchers investigated the reasons why the students made use of their peers' suggestions at times and did not at other times. Again the transcriptions of the peer response sessions were used for data analysis.

In my research study one of the issues I am observing is whether or not students incorporate their peers' suggestions and if they do when and why they do so. I borrowed both the idea of observing this issue and transcribing the video recordings from Nelson and Murphy's (1993) study. Also, I borrowed the idea of recording peer review sessions from Nelson and Murphy's (1993) research study together with Nelson and Carson's (1998) research study that I describe in the following paragraphs.

Nelson and Carson (1998) carried out a microethnographic study in order to find out how Chinese and Spanish-speaking students perceived interactions with peer response groups. The participants were students of an advanced ESL writing class at a large metropolitan university in the U.S. The students were taking a ten-week writing course that met four-and-a-half hours a week.

Data were collected in two stages. In the first stage, the peer review sessions of the class were videotaped for six consecutive weeks. In the second stage, the researchers interviewed three Chinese and two Spanish-speaking peer review group members. During the interviews one researcher and a student watched the

videotaped peer review session that the student had participated in, and while watching the video, the student answered the researcher's questions about the group's interactions. The interviews were audiotaped, and later transcribed by the researchers.

For data analysis, the interviews were coded according to the following categories: initiating comments, not initiating comments, responding to peer comments: agree, responding to peer comments: disagree, effectiveness of comments.

I borrowed from the study of Nelson and Carson (1998) both in terms of the data collection procedures and the research questions. I borrowed the idea of video recording the peer review sessions, interviewing the students, transcribing the recordings of the interviews, and analyzing the transcriptions looking at the students' perceptions of the peer review sessions from their study. On the other hand, Nelson and Carson (1998) did not transcribe the video recordings of the peer review sessions like I did. However, I borrowed the idea of looking at how the students gave and received feedback from them.

Subjects of the Study

The subjects of this study are three Freshman English students at Bilkent University. All three subjects are male. It may have been better to have had a mixed sex group, but the subjects who volunteered were selected and no female students volunteered. In this study, I wanted to work with English 101 students because peer review is incorporated more in English 101 than in English 102. However, the students take English 101 in the Fall Semester and English 102 in the Spring

Semester. That is why this semester there are more English 102 classes than English 101 classes. Consequently, there were only two English 101 classes for the students from the Economics Department. The same instructor was teaching both classes. I talked to the instructor and she invited me to one of her classes to explain my project and to ask for three volunteer students.

The Freshman English Unit at Bilkent University offers Freshman English to five different faculty groups. These groups are the Engineering and Science Faculties group, the English Language and Literature Department and the American Culture and Literature Department group, the Fine Arts Faculty group, The Management Department group, and the Economics Department group. The courses in the Engineering and Science Faculties are all related with mathematics, science, and technology. The courses in the English Language and Literature and American Culture and Literature Faculties are all related with language, literature, or culture. The courses in the Fine Arts Faculty are all related with art, drawing, or design. I thought that the most appropriate group of students for my study would be either from the Economics Department or the Management Department because in those departments, some courses are related with mathematics and some are related with social sciences. There is no specific reason why I chose to work with the students from the Economics Department rather than the Management Department.

Data Collection Procedures and Materials

In this study, I chose to study with Bilkent University Freshman English students because I work for Bilkent University Freshman English Unit. I wanted my research study to be beneficial for both the instructors working at our unit and our

students. Since I work at Bilkent University, it was not difficult for me to contact our unit head to ask for his support. Similarly, as I described in the second section of this chapter, it was not difficult for me to contact the instructor who was teaching English 101 this semester and go to her class and find three volunteer students. I collected the data for this study between February 15, 1999 and May 7, 1999.

In order to conduct this study, I used checklists that were aimed at guiding the students during the peer review sessions. I used different checklists for all four peer review sessions because the task of each writing assignment was different. All four checklists that I used are provided in Appendix B of this study. The checklist for the first assignment was designed by one of the instructors working at the Bilkent University Freshman English Unit teaching the students from the Economics Faculty. I prepared the second checklist according to the task of the second writing assignment. For the third peer review session, I used the checklist that I had used last year with the students from the Engineering and Science Faculties. Again, for the fourth peer review session I prepared the fourth checklist according to the task of the writing assignment. While preparing the fourth checklist I made use of the assignment for the essay.

The topic of the essay that the students discussed in the first peer review session was “A Personal Description” where the students had to describe an object and explain how the object has affected them personally. In the second peer review session, the students discussed the summaries they had written of a text on journalism. Later the students wrote argumentative essays on how a journalist should be and in the third peer review session they discussed these. Finally, in the

fourth and last peer review session, the students wrote a response essay to a text titled “The Soccer War”.

I videotaped the four peer review sessions that the subjects of this study participated in and transcribed the video recordings for data analysis. The first peer review session lasted for forty; the second for twenty; the third for forty-five; and the fourth for twenty-five minutes. All four recordings took place in one of the video rooms of Bilkent University Freshman English Unit in the basement of the Science Faculty A Block at Bilkent University.

Similarly, I audiotaped the group interview I had with the subjects of the study and transcribed the audio recordings for data analysis. I designed the interview questions for the group interview after watching the video recordings of the peer review sessions. The group interview consisted of two parts. In the first part, I asked 10 scheduled questions (See Appendix C) and made sure that every student answered each question. In the second part, I had the students watch some scenes from the second and the third peer review sessions and asked them what was happening in those scenes. The group interview was fifty-two minutes altogether and it took place in the Seminar Room on the second floor in Science Faculty B Block at Bilkent University.

Data Analysis

As I stated at the beginning of this chapter, I had two goals in conducting this study. The first one was to find out how Bilkent University Freshman English students participated in peer review sessions. For this purpose I videotaped four peer review sessions of three Freshman English students from the Economics Department.

Then I transcribed the recordings and categorized the transcriptions to analyze them in terms of Issues of Control, The Language That the Students Used, The Peer Review Sheets, and Revising After Peer Review Sessions. These categories emerged from the data. In other words, I examined the transcriptions and came up with these categories.

My second goal was to find out the perceptions of Bilkent University Freshman English students on the effectiveness of the peer review sessions. For this purpose I interviewed the same three students as a group. I audiotaped the interview. I transcribed the audio recordings and categorized the transcriptions under the following headings: Peer Review: Beneficial or Not, Incorporation of Peer Feedback, How to Make Peer Review More Effective, Training Before Peer Review Sessions, Peer Review Group Members, Using Native Language in the Peer Review Sessions. These categories again emerged from the data that I had.

In the next chapter, I present the results I obtained from analyzing the transcriptions of the four peer review sessions and the group interview.

CHAPTER 4 DATA ANALYSIS

Overview of the Study

In this study, I investigate how Bilkent University Freshman English students participate in peer review sessions and Bilkent University Freshman English students' perceptions of the effectiveness of the peer review sessions.

As my research foci indicate I worked with students studying at Bilkent University. The reason for this was that I work at Bilkent University Freshman English Unit as an instructor and my research questions emerged from the fact that I had problems while incorporating peer review in my classes last year.

The subjects of the study were three Freshman English students from the Economics Department. In choosing the subjects, I first decided to work with students from the Economics Department because they take both mathematics and social courses. Then, I decided to work with the English 101 students rather than English 102 students because in English 101 there are more peer review sessions than in English 102. Since most of the students take English 102 in the Spring semester, there were only two English 101 sections in the Economics Department. I found out that the same instructor was teaching both sections. Next, I talked to the instructor teaching both sections and was invited by her to one of her classes to find three volunteer students for my study. Five students volunteered to take part in my study and they negotiated among each other on which three would take part in the study.

In terms of materials used and data collection procedures in this study, I first videotaped four peer review sessions of the three students to find out how they participated in peer review sessions. Next, I interviewed the three students as a

group to find out their perceptions of the effectiveness of peer review sessions. I audiotaped the interview.

Data Analysis Procedures

As I stated above, in terms of data, I had videorecordings of four different peer review sessions and an audiorecording of a group interview with the subjects of this study. In order to analyze the videorecordings, I first transcribed them. My goal in videorecording four peer review sessions was to find out how Bilkent University Freshman English students participate in peer review sessions. Thus, after transcribing the four peer review sessions, I analyzed and categorized the transcriptions for this purpose. Also, I determined the interview questions after having analyzed the transcriptions of the four peer review sessions. In order to analyze the group interview I conducted with the subjects of this study, I first transcribed the audiorecording and later categorized the transcription as I had done with the videorecordings. As I stated above, my main goal in conducting the interview was to find out Bilkent University Freshman English students' perceptions of the effectiveness of the peer review sessions.

In the transcriptions, information in parentheses indicate that the researcher is not sure whether that is what the speaker said. Brackets are used to point out overlapping speech. Parentheses are used to present unintelligible speech. Colons are used to indicate pauses.

Results

I analyze the results of my study under two main headings. I first examine the transcriptions of the peer review sessions and then I focus on the transcriptions of the group interview.

Peer Review Transcriptions

In this section, first I analyzed the transcriptions of the four peer review sessions in terms of Issues of Control, The Language That the Students Used, The Peer Review Sheets, and Revising After Peer review Sessions.

Issues of Control

In the four peer review sessions that I videorecorded, Student A took 391 turns, Student B took 456 turns, and Student C took 140 turns. It is clear from the above frequencies of turns taken by each student that Student A and Student B are both expressive students and that they dominate the peer review sessions while Student C is a quiet student and does not talk much. This suggests that the group is not balanced.

In all four of the peer review sessions, what to focus on was determined by the peer review sheets. The subjects of this study followed the steps in each peer review sheet while giving feedback to each other. Thus, in a way, I can say that the peer review sessions were mostly controlled by the peer review sheets. However, in each peer review session, there was somebody who more or less determined the organization of the session. In general, the person who controlled the peer review sessions was either Student B or myself, that is the researcher.

As I mentioned before, the subjects of this study were taking English 101; that is, it was their first semester with Freshman English. As a consequence of this fact, before the first peer review session started they asked me how they were going to organize the session. I told them that first of all they were going to read each others' essays and fill out a peer review sheet for each paper they read and then they were going to exchange feedback. Also, I initiated this peer review session, told them what they were supposed to do each time they moved to another step, and occasionally interfered reminding them of the questions they did not discuss in the peer review sheet. So, in a way, I controlled the first peer review session.

In the first peer review session, the camera was not turned on while they were reading each other's papers and filling out the peer review sheets. I had not turned on the camera thinking that they would read silently on their own and then start discussing. However, it did not turn out to be that way. They kept talking to each other while reading and unfortunately I could not record those parts. For this reason, in the second peer review session, I told them that I would keep the camera turned on while they read each others' papers. Also, in the second peer review session, I told them that I would not interfere at all and that they would have to decide on the organization of the peer review session.

In the second, third, and fourth peer review sessions, they did not wait until they all finished reading each others' papers. They asked each other questions while reading each others' papers. Also, each student read one of his peers' writing, then gave feedback on it, and then read his other peer's paper and gave feedback on that. Although all three students knew when their turn came to give and receive feedback, the second, third, and fourth peer review sessions were generally controlled by

Student B. However, there were times when Student A, Student C, or the Researcher determined the organization of the sessions.

Student B. Below are some excerpts from the second and the third peer review sessions which show how Student B controlled the peer review sessions.

In Excerpt 1, Student B makes sure that Student C answers all the questions on the peer review sheet by showing him the back of the peer review sheet.

Excerpt 1 (lines 14-16) (See Appendix E)

Student C: I finished.

Student B: (Turning over the peer review sheet to show the questions on the back) (did you do) this part?

Sometimes Student B interrupted the other students while they were reading to make sure they did not miss any points and to show the mistakes he has found in his peers' papers. For example, in Excerpt 2, Student B has read Student C's summary before Student A; thus he knows Student C's paper and he interrupts Student A while he is reading Student C's paper to make sure he sees that Student C needs to have more examples in the body part of his essay. Student B does not want to confirm because he is not sure about his feedback but he wants to point out the important mistakes that he has found.

Excerpt 2 (lines 171-182) (See Appendix E)

(Student B looks at what Student C is writing. There is silence. Then, Student B looks at what Student A is writing.)

Student B: (to Student A) Do you think is there a problem with the body part of this summary?

Student A: (Hi?)

Student B: Uh he gave only one example but uh there(are) still something to mention.

Student A: Yes yes, I agree with you.

Student B: For example the importance of (trust) or credibility.

Student A: Yes.

Student B: There are some such things which is not mentioned.

Student A: Yes I I agree with you.

Similarly, in Excerpt 3, while he is reading Student A's paper, Student B interrupts Student A to point out a mistake of Student C. Again, he might have done this either because he wants to make sure that Student A does not miss it or because he wants to show that he has found a big mistake.

Excerpt 3 (lines 437-448) (See Appendix F)

Student B: [Can I] ask something to you about Student C's paper?

Student A: Yes.

Student B: Uh did you find the thesis statement?

Student A: No.

Student B: Because it is uh not in introduction part as you see (Student B and Student C Laugh) it is here. Thesis [statement]

Student A: [Yes.]

Student B: And it is a big mistake.

Student A: [I mentioned.]

Student B: [(What do you think)]

Student A: [I] mentioned.

In Excerpt 4, at first sight it seems like Student C is controlling the situation. However, what Student C is doing is asking for Student B's permission to take part in the organization of the peer review session.

Excerpt 4 (lines 198-199) (See Appendix E)

Student C: (to Student B) Can I evaluate your summary?

Student B: Yes, of course.

Student B also, interfered with the feedback that he was receiving. For example, in Excerpt 5 Student A is giving feedback on Student B's paper on how a journalist should be. However, Student B is not content with the feedback he receives, he wants the it to be more explicit. Thus, he controls the peer review exchange by asking for specific examples from Student A to support his feedback.

Excerpt 5 (lines 118-124) (See Appendix F)

Student A: Here I think your body part is very clear. Uh I under[stand.]

Student B: [(What do you)]

Student A: What?

Student B: Which subjects do you think that I support?

Student A: Yes uh uh journalists uh tell everything directly and uh adding their comments.

Student B: Ya yes that's right.

Sometimes Student B did not wait until he and his fellow students finish reading their peers' papers. He started a discussion when he recognized a mistake in his peers' papers. For example, in Excerpt 6, he starts a discussion in the middle of his peers' and his reading.

Excerpt 6 (lines 265-270) (See Appendix F)

(Silence, they are reading.)

Student B: (Student B cannot read Student A's handwriting again.) What's written here? ()

Student A: Gift.

Student B: Ah ya (writes something) () I think this is your (level). This is not about journalism. This is about media.

In Excerpt 7, although Student A is finished, he waits for his friends to finish reading. On the other hand, Student B starts the discussion when he is finished.

Excerpt 7 (lines 314-316) (See Appendix F)

(Student A looks finished. Student B and Student C go on reading.)

Student B: Student A, can we discuss your paper now?

Student A: Of course.

Peer Review Sheets. As I mentioned above, Student B was generally the one who initiated the discussions. However, in all the peer review sessions the sequencing and the organization of the session was determined by the peer review sheets. In other words, the students followed the questions on the peer review sheets while giving feedback to each other. For example, in Excerpt 8, in lines 108, 113, 114, 115, 116, 117 the students are directly referring to the peer review sheet.

Excerpt 8 (107-116) (See Appendix F)

Student A: Yes uh [the thesis statement] part

Student B: [Is it O. K. ?]

Student A: We uh (you know) already discussed.

Student B: Ya it's O. K. Ya

Student A: O. K. [Uh]

Student B: [What's] the second one?

Student A: The two

Student B: Ya thesis statement.

Student A: () thesis statement. (reading from the peer review sheet) Choose two main topics (). Are they supported with examples (). Yes.

As I mentioned above, all three students followed the questions on the peer review sheets. However, Student C not only followed the questions but also used the language of the peer review sheets while giving feedback. For example, in Excerpt 9, the peer review sheet asks whether the introduction of the essay makes the reader interested in the topic and Student C repeats it.

Excerpt 9 (line 193) (See Appendix F)

Student C: The introduction is good and makes me interested in the topic.

Similarly, in lines 220, 223, and 224 in Excerpt 10, Student C uses the language that is used in the peer review sheet.

Excerpt 10 (lines 219-225) (See Appendix F)

Student C: Thesis statement is clear and complete.

Student A: Yes.

Student C: And I have an idea while I'm reading uh the writer uh I'm reading about the writer's attitude. Uh two main points from the essay are a journalist must be (accurate) reliable uh and uh he supported with examples and evidence this uh (comment). And uh the other one is media can easily divert people in which way that they want [and] also uh he supported this his idea.

Researcher. As I mentioned above, in the first peer review session, I determined the sequencing of the session by giving them the instructions at the beginning of each section and by calling out the end of each section in the peer

review sheet. For example in Excerpts 11 and 13, I read out the instructions at the beginning of two sections in the first peer review session. In Excerpt 12, I make sure that they have finished the discussion in the first step, so that I can go on to the instructions for the second step.

Excerpt 11 (lines 1-4) (See Appendix D)

Researcher: () And there are five steps that the students have to go through in this revision sheet. Uh Step 1 :: Now I would like you to form groups of three: You already have your group and discuss for five minutes and share of course the problems and questions that you have about the essay assignment.

Excerpt 12 (line 47) (See Appendix D)

Researcher: Any other comments for step 1?

Excerpt 13 (lines 56-57) (See Appendix D)

Researcher: Tamam ben (Means “O. K. I” in Turkish) : O.K. so uh first you are giving feedback on Student A’s paper. [Yes]

Other than determining the sequencing of the peer review sessions, I sometimes interfered if I thought the students left out something. For example, in Excerpt 14, I remind the students that they have not given feedback on the writer’s organization.

Excerpt 14 (lines 119-120) (See Appendix D)

Researcher: [You haven't] talked about everything : for example what kind of organization has the writer used?

Also, at the end of the fourth peer review session, I asked the students to look at the transitions in the body paragraphs because we still had time before the class hour ended. Thus, I did not let them determine the end of the peer review session (See Excerpt 15).

Excerpt 15 (lines 175-176) (See Appendix G)

Researcher: Uh we still have like seven minutes. Why don't you look at the transitions in the body paragraphs?

Finally, when the students finished giving feedback on each other's papers, they wanted to discuss the topic because we still had time. However, I interrupted and asked them to look at the grammar mistakes in their papers because a discussion on the essay's topic would not be useful data for my thesis (See Excerpt 16).

Excerpt 16 (lines 514-518) (See Appendix F)

Researcher: O.K. I'm sorry. Let's if you like let's discuss your writings and uh if you're finished [with the] first page

Student A: [Finished ()]

Researcher: On the second page on the second page there are questions on grammar, mechanics.

Student A or Student C. I said that generally it was Student B who determined the sequencing of the peer review sessions. However, rarely, Student A and Student C had a role in determining the organization of the peer review sessions. For example in Excerpt 17, Student A announces the end of the peer review session. On the other hand, in Excerpt 18 Student A and in Excerpt 19 Student C start the discussion.

Excerpt 17 (line 257) (See Appendix E)

Student A: O. K. Finished.

Excerpt 18 (lines 431-433) (See Appendix F)

Student A: [O. K.] Can we discuss Student C's papers? Now Student C, it's your turn.

Student C: [O. K.]

Excerpt 19 (lines 613-614) (See Appendix F)

Student C: (To Student A) (Pointing at Student A's paper as if saying let's talk about your paper.)

Student A and B. In Excerpt 20, both Student A and Student B are trying to control the peer review sessions. Student A announces the end of the peer review but Student B does not accept that and suggests that they discuss the topic since they still have time before the end of the class hour. Then, they start discussing; so in a way Student B wins.

Excerpt 20 (lines 506-507) (See Appendix F)

Student A: Finished.

Student B: I think we can discuss the subject about what we think [()]

In Excerpt 21, Student B attempts to control the session by interfering while Student A is giving feedback to Student C but Student A controls the session by grabbing Student C's paper from Student B and not letting him give feedback.

Excerpt 21 (lines 626-629) (See Appendix F)

Student B: (Taking Student C's paper from Student A and showing it to Student C)

And I think you forgot to put a comma here ().

Student A: (Grabbing Student C's paper from Student B and smiling) ()
punctuation is not very important (here). (They all laugh.)

Finally, before Excerpt 22, Student B has finished giving feedback to Student A. In Excerpt 22, Student A starts giving feedback on Student C's paper. Student B interrupts by going back to the feedback he gave on Student A's paper. However,

Student A does not let him go on giving feedback on the punctuation mistakes in his paper because he thinks punctuation mistakes are not important enough to mention for that particular essay assignment.

Excerpt 22 (lines 696-710) (See Appendix F)

Student A: (To Student C) ()

Student B: (To Student A) But after comma

Student A: (To Student B) Ya don't interrupt () (They all laugh.) (To Student C) You have little grammar, silly mistakes. Yes I agree with Student B unfortunately broadcas, instead of using broadcasting uh you should uh use

...

Student A: Essay in my opinion. Yes Student B.

Student B: [I think]

Student A: [()] Ya şu capital letters falan filan (takma) (Can be translated from Turkish as “don't worry about capital letters and such stuff”) () (They all laugh.)

Student B: I think you use double space () some (They all laugh.). You have problems with format and handwriting O. K.?

The Language That the Students Used

The language that Student C used was generally vague; that is, he rarely supported his feedback with specific examples from his peers' papers. Student A sometimes used vague language like Student C and sometimes supported his feedback by giving specific examples from his peers' papers. On the other hand,

Student B, almost always went to his peers' papers for specific examples to support his feedback. Below are excerpts from the language that Student A, B, and C used. In the next subsection, I will look at the questions on the peer review sheets and argue that the peer review sheets have a role in the language that the students used.

Excerpts from Student A's Language. In Excerpt 23, Student A uses vague language like "good", "so interesting" when he is talking about his favorite part of Student C's essay. The topic of the essay is a personal description and Student C describes his car. For example, in line 176 when he is talking about the experience Student C has, he defines it as "good" experience. However, he does not explain what he calls a good experience. Similarly, in line 179, he defines the body of Student C's essay as "so interesting" but he does not say what is interesting about it.

Excerpt 23 (lines 177-182) (See Appendix D)

Student A: Uh [I would] like to uh talk about (). In my opinion it's body paragraph because ih it Uh it has a good and uh şey (it is used to mean "I mean" in Turkish) uh they had a good and funny uh experience uh () some () problem. I think uh this body was so interesting uh I interested in reading uh in I interested in reading this body and uh I think this the most uh beautiful.

In Excerpt 24, he tries to explain why his favorite part in his peer's essay is the introduction by saying because "he expressed his feelings well". However, he uses vague language like "well" while doing this.

Excerpt 24 (lines 331-333) (See Appendix D)

Student A: Yes, I know [but first you summarize] you need to be (summarize). I uh my favorite part is introduction because uh as I mentioned before uh he expressed his feelings [well] about ()

In Excerpt 25, he says his peer's writing is "well organized". However, he does not go to his peer's paper to show what he means by "well organized".

Excerpt 25 (lines 342-343) (See Appendix D)

Student A: And uh transaction uh I don't uh I haven't found a tangent uh in his paper. His paper is well organized and yes the second reader.

In Excerpt 26, Student A is talking about "words that contribute" (See Appendix B1) to the relationship that Student B has with the object that he describes. The object that Student B is describing is his toy plane. Excerpt 26 is interesting because here he starts his feedback using a vague language for example "well organized", "quite good" and then he starts to go to his peer's essay for specific examples like "he told us good examples and uh he show uh his plane like a thunderbird", "how it's fuzz uh with his hands like flying". However, we see that although Student A gives the specific example above, Student B helps him to clarify saying "the weight of it".

Excerpt 26 (lines 279-289) (See Appendix D)

Student A: (silently to his friends) () (to the camera) Firstly uh I'm the first speaker of Student B's paper and I would like to start first :: uh :: first contributes uh I would like to uh first mention uh he writes a well organized uh a good uh expressing his feelings essay. Yani (Means "I mean" in Turkish.) his essay uh is quite good. Uh contributes is uh expressing his first meet uh with uh its plane with his plane pardon. Uh and he mentioned good examples uh he told us good examples and uh he show uh his plane like a thunderbird. I think this was a very effective uh very effective uh example uh and uh it's fuzzy uh how it's fuzz uh with his hands like flying [I think this]

Student B: [The weight of it]

Student A: Ya weight of it [pardon]

In Excerpt 27, Student A goes to the text and gives an example to support his feedback. For example, in lines 211-212 he explains what the "disadvantages" (line 211) are.

Excerpt 27 (lines 211-214) (See Appendix D)

Student A: Yes [and I would] like to add something extra. Uh before the conclusion paragraph I think some disadvantages uh it doesn't matter uh if you look at other cheap cars : other cheap cars it doesn't matter.

In Excerpt 28, Student A uses some vague language like “useful summary” (line 36), “everything is good” (line 58). On the other hand, sometimes he is urged to give more information by Student B; for example, about “the order of the sentences” (line 55).

Excerpt 28 (lines 36-63) (See Appendix E)

Student A: I think uh in general uh it's a useful (thing) uh useful summary uh because uh I understand uh what you write about because I know the text uh it helps uh of course it supports my ideas. [It helps] to understand but uh you

Student B: [I think it's hıhı] (Means “uhuh” in Turkish)

Student A: Mentioned uh you didn't mention(ed) some uh () credibility

[()] such things and I

Student B: [Yes]

Student A: write [()]

Student B: [I think it's not so detailed.]

Student A: uh yes [()]

Student B: [It's] not specific.

Student A: Yes, not specific.

Student B: [(That's the problem.)]

Student A: [But in general] uh it's a very good uh very useful summary.

Student B: hıhı (Means “uhuh” in Turkish)

Student A: I just say like this because uh () uh the passage uh is also not long and uh

Student B: Hıhı (Means “uhuh” in Turkish) the size of the summary

Student A: Yes understand yes [()]

Student B: [(And the order)] of the sentences.

Student A: Yes yes of course [the order]

Student B: [(They're O. K.?)]

Student A: O. K. Everything is good. I think about summary and () uh

(in all) uh this is a good summary.

Student B: (pointing at the peer review sheet that Student A filled out) What do you want to mention here? ()

Student A: Yes () we just mentioned these things.

Student B: Hıhı (Means “uhuh” in Turkish).

Excerpts from Student B's Language. As I said at the beginning of this section, Student B almost always supported his feedback with specific examples from his peers' papers. For example, in Excerpt 29, between lines 92-94 he explains why the second paragraph in Student A's essay is his favorite.

Excerpt 29 (lines 93-98) (See Appendix D)

Student B: [Ya] Uh My favorite part is : the second paragraph. It is really great. It is showing not telling. I can imagine your car for example the co the color of your car is yellow like a sun : I can imagine It and :: I can think you inside that car and [I think]

Student A: [Thank you very much]

Student B: You should be so attractive in that car ha?

In Excerpt 30, Student B does not just say “the organization is outside to inside” but explains with support from his peer’s paper why he thinks so.

Excerpt 30 (lines 132-136) (See Appendix D)

Student B: [Let me say my opinion]. Yes I agree with my friend uh uh the description starts from outside to inside. First he describe the shape of the car :: the seem of it from outside then uh he started to describe the inside and his feelings when he he’s inside of his car. For example his feelings :: while he is uh listening music in that car :: and his feelings about all the parts of : the car inside.

In Excerpt 31, between lines 172-174, he explains why he thinks the body of his peer’s essay is so “efficient.”

Excerpt 31 (lines 171-176) (See Appendix D)

Student B: O. K. I think first I’m the first reader so I will (speak) first. Uh first I want to say my favorite part. My favorite part is : uh the body part. You explained the situations, the events that you had with your car : so efficiently. I liked it so much. For example I can : I can see the shape of your face when you see the policeman or which reactions you showed toward him. So it’s really so showing, so good...

In Excerpts 32 and 33, there are two occasions in the first peer review session where Student B uses vague language like “so efficiently” and “some problems with grammar”. In line 152 in Excerpt 32, Student B says his peer “explained his feelings

so efficiently” but he does not go to his peer’s paper to support his idea with specific examples.

Excerpt 32 (lines 152-154) (See Appendix D)

Student B: No. I don’t have because it’s a really so efficient paper. So there’s no tangent. I I read it twice and I couldn’t find any tangents. Everything is so personal. He explained his feelings so efficiently. So there is [no] unconnected part.

In Excerpt 33, Student B says that they have some problems with grammar but he does not explain what those problems are.

Excerpt 33 (line 361-363) (See Appendix D)

Student B: I think we have only some problems a little problem with grammar.

Student A: Yes grammar. [Yes and grammar.]

Student B: [We if we] change some [it will be] perfect

Excerpts from Student C’s Language. At the beginning of this section, I said that Student C mostly used vague language and rarely went to his peers’ papers for specific examples to support his feedback. In Excerpts 34, he uses vague language like “very good very successful”.

Excerpt 34 (lines 90-91) (See Appendix D)

Student C: [Favorite part] My favorite part is conclusion part : because: his explanations and opinions are very good very successful.

In Excerpt 35, the researcher asks for specific information from his Peer's paper. Student C answers the question but does not explain why he thinks so.

Excerpt 35 (lines 119-121) (See Appendix D)

Researcher: [You haven't] talked about everything : for example what kind of organization has the writer used?

Student C: Uh outside to inside organization is used.

In Excerpt 36, Student C uses vague language, like "the order are very good" (lines 202-203), "your paraphrases are good" (line 207), "your introductory words are good" (line 214).

Also, Student C generally uses the language of the peer review sheets. For example, in Excerpt 36, between lines 200-207, he is clearly following the order and the language on the peer review sheet when talking about the "full name of title", "order", length of the summary, and "outside ideas".

Excerpt 36 (lines 198-216) (See Appendix E)

Student C: (to Student B) Can I evaluate your summary?

Student B: Yes, of course.

Student C: I think [()] is very good. Full name of the title is not

Student A: [Uff]

Student C: Mentioned; but there's no mentioned in the text. Uh the order are very good and In the same order as they were present in the article. And I think uh the summary is one (over) three of the whole text.

Student B: [It is] O. K. I think.

Student C: [It's] Yes. Uh I think there's no outside ideas :: from the text : and your paraphrases are good.

Student B: But do you think uh is it need a quotation?

Student C: [No.]

Student B: [Do] you think it would be better if I'm I would make quotation?()

Student C: (Yani) (Can be translated as "Yes of course" or "I definitely think so" in this context.) Yes [I think so.] I agree with you.

Student B: [()]

Student C: Your introductory words are good.

(Student B nods.)

Student C: Yes, (yes, that's all).

In Excerpt 37, Student C starts with a sentence that uses vague language "In generally the essay is good." but goes on with specific examples from his peer's paper.

Excerpt 37 (lines 60-62) (See Appendix D)

Student C: In generally the essay is good. Uh and uh he contribute uh such as close friends, a special connection between car and me, () design. Its eyes are like a () country's girl and it rest in my heart.

In Excerpt 38, he goes to his peer's paper to support his feedback with an example from his peer's paper.

Excerpt 38 (lines 344-347) (See Appendix D)

Student C: () There's a telling part (taking Student B's paper)

Student B: Telling part?

Student C: (pointing to a part in Student B's paper) Yes this part is telling and general ()

The Peer Review Sheets

In the subsection above, I mentioned the fact that Student C frequently used vague language and did not support his feedback with specific examples from his peers' papers; that Student A sometimes supported his feedback with examples from his peers' papers and that Student B almost always went to his peers' papers to support his feedback with specific examples. In this subsection I discuss the importance of the peer review sheet in the students' language. I only include the first two peer review sheets because the third peer review sheet is similar in terms of the question types with the first peer review sheet while the fourth one is similar with the second one. When we look at the first peer review sheet (See Appendix B1), we see that there are three wh- questions (See Step 2 and Questions 1 and 2 in Step 3) and two yes-no questions (questions 3 and 4 for the first reader and questions 5 and 6 for the second reader in Step 3) that each student has to answer while there are nine only yes-no questions in the second peer review sheet.

In the first peer review session, the essay that they wrote was the description of a product. Below are some questions from the first peer review sheet (the whole peer review sheet 1 is provided in Appendix B1):

Step 2-Read and Reflect: Read one of your group member's essays carefully and closely. Immediately after reading the essay, describe the relationship that you feel the writer is trying to create with their object (In other words, how do you think we are **supposed** to feel about it?). Then, scan through the essay and, in the space provided below, write down words that you feel *contribute* to that sense and any words that you feel *detract* from it.

Contributes	Detracts

Step 3-Specifics: Answer the questions below and mark the margins of the paper as directed.

1. (Both readers) What is your favorite part of this paper? Explain why.
2. (Both readers) What kind of organization has the writer used in her/his description (i.e., inside to outside, top to bottom, chronological, etc. – refer to pp. 58/9 of your students book)? Does it seem to be effective for this particular product?

3. (First reader) Is there an effective transition between the description of the product and the explanation of its significance? In general, are there effective transitions between paragraphs? If not, mark it in the margins of the paper as “TRANSITION?”
1. (Second reader) Is there any point where the writer seems to be *telling* us about the object or events instead of *showing*? If so, mark it on the paper as “TELLING?”

As it is clear from the wh- questions above, the first peer review sheet sort of urges the students to go to the essays of their peers and support their feedback with specific examples. For example, I mentioned in the previous section that Student C rarely went to his peers’ papers for specific examples. It is worthwhile to mention that the two excerpts I gave to show this were both taken from the first peer review session where the students were provided with a peer review sheet that promoted discussion and urged the students to go to their peers’ papers for specific examples to support their feedback (See Excerpts 36 and 37).

However, when we look at the second peer review sheet, we see that it has only yes-no questions and none of the questions asks for the description of any part in the writing. For example, when we look at Excerpt 28, we see that Student A’s language generally uses vague language. Again, it is worthwhile to mention that the excerpt is taken from the second peer review session where the second peer review sheet is used. For the second peer review session, the students were to write the summary of a text. Below are some questions from the second peer review sheet (the whole peer review sheet 2 is provided in Appendix B2):

1. Does your peer provide the full name of the article's writer, title of the article, and the claim/thesis/main idea of the article in one sentence at the beginning of his/her summary?
4. Does your peer include any outside ideas in his/her summary; that is, any ideas that were not presented in the article.
5. Does your peer paraphrase the information in the article or does he/she use the writer's own sentences? If your peer uses the writer's own sentences or words, are they put in quotation marks?
6. Does your peer use quotations if they are really necessary? Are the quotations short? Are the quotations well blended into the summary?
7. Does your peer use introductory verbs (e.g. claim, argue, oppose, acknowledge, etc.) efficiently?

Revising After Peer Review Sessions

None of the students revised their papers after the first three peer review sessions. Only Student C did not hand in his paper right after the fourth peer review session. At the group interview, I asked Student C whether he revised his writing or not after the fourth peer review session and he said that he made some changes especially on the content of his paper.

It is clear that the students mostly did not find the feedback they got from their peers good enough to incorporate into their essays. However, at this point I want to point out that only their writings which were discussed in the first and the fourth peer review sessions were graded essays. Their summaries were not graded

and the essay that they discussed for the third peer review session was not part of the classroom work. Only the subjects of this study wrote the essay for the third peer review session so that I could have more data to analyze. Their instructors told them that she would give five points from the class participation grade if they wrote that extra essay for me. Consequently, the fact that their writings discussed in the second and the third peer review sessions were not graded might have been the reason why they did not revise those two writings.

At the interview, I asked Students A and B why they did not incorporate their peers' suggestions. They said that they did not believe the mistakes that their peers pointed out were important. Also, they added that they wanted their teacher to check their papers before they made some changes. As I stated at the beginning of this section, Student C did not hand in his assignment right after peer review. In the group interview, I asked him whether he incorporated any of his peers' suggestions before he handed in his paper to his teacher. He said that he made a lot of changes on his paper according to his peers' suggestions. He said the changes he made were related mostly with his supporting ideas and the development of the body part of his writing. He added that he made little changes on the organization and grammar of his writing.

Group Interview Transcriptions

In this section, I analyze the group interview transcriptions under the following headings: Peer Review: Beneficial or Not, Incorporation of Peer Feedback, How to Make Peer Review More Effective, Training Before Peer Review Sessions,

Peer Review Group Members, and Using Native Language in the Peer Review Sessions.

Peer Review: Beneficial or Not

The first three interview questions that I asked focused on whether the students benefited from the peer review sessions; and on the most valuable and the least valuable parts of the peer review sessions. All three students said that they benefited from the peer review sessions. However, none of them supported his opinion with specific examples. Thus, once again they used vague language (See Excerpts 39, 40, and 41).

In Excerpt 39, Student A says that he benefited from the peer review sessions in terms of finding out if his essay missed anything or not.

Excerpt 39 (lines 3-7) (See Appendix H for Excerpts 39-67)

Student A: I am Student A. Uh I think uh this peer review section uh is very uh benefitable for us uh to uh learn how uh our essays uh sufficient or insufficient uh or ohh comparing to uh other uh my frie other friend uh uh I learned something about this paper and uh I learned something uh that I missed it uh before and uh I sometimes uh used uh it and so it is like this uh this I very benefitable for me I think.

In Excerpt 40 Student B states that he also benefited from the peer review sessions especially in terms of his grammar mistakes.

Excerpt 40 (lines 8-10)

Student B: Yes it was benefitable for me too uh especially I saw my grammar mistakes and uh :: I corrected my wrong sentences and uh my wrong ideas I changed them. So it was good for me.

Student C says that he also benefited from the peer review sessions in terms of finding out his mistakes and correcting them (See Excerpt 41).

Excerpt 41 (lines 11-12)

Student C: Yes I agree my friends uh it is very benefitable to us because we saw our mistakes and we corrected them. So it's helpful.

The Most Valuable Parts of Peer Review. Next I asked the students what they thought the most valuable part of the peer review sessions were in order to have them elaborate on my first interview question which asked whether they benefited from the peer review sessions or not. Student A's response to this question was "content". As Excerpt 42 shows, Student A says he sometimes missed points about the contents of the assignments and that Student B reminded him those points.

Excerpt 42 (lines 18-27)

Student A: [I think content.] In my opinion content.

Researcher: Can you explain that a little?

Student A: Yes of course. Uh for example uh especially uh in ur second uh big essay, you know "Soccer War"

Researcher: [Hı Hı] (means “uhuh” in Turkish)

Student A: [()] Uh I missed something uh about general uh summary of () and Student B warned me uh this is not uh this way, this is this way.

Researcher: Hı hı (means “uhuh” in Turkish)

Student A: Uh and some uh content uh in uh looking uh (at) a content perspective uh this is very benefitable for me : I think.

As the response to the first interview question Student B had said that he benefited from the peer review sessions mostly in terms of grammar. As the response to the second interview question, Student B repeats his view as it is seen in Excerpt 43.

Excerpt 43 (lines 30-33)

Student B: I think in grammar side I got so much benefit. My content was : usually O. K. There was no problem for me but uh my friends showed me the grammar mistakes. I had some wrong sentences so uh I corrected them and : I got benefit : from them.

According to Student C, he benefited from the peer review sessions mostly in terms of his mistakes on content (see Excerpt 44).

Excerpt 44 (lines 35-37)

Student C: I think it is useful uh on our content mistakes and we saw them and

Student B and Student A corrected them and uh usually it is very helpful uh on content I think.

The Least Valuable Parts of Peer Review. Next, I asked the students what they thought were the least valuable parts of the peer review sessions were. Student B said that he thought the least valuable part of peer review was when he could not agree with peers on what to include and what to take out of his essay. Excerpt 45 gives his answer for this question.

Excerpt 45 (lines 40-50)

Student B: Oh I think the least there was sometimes some problems uh while my friends were reading my :: my essay. For example, they sometimes uh didn't like a sentence

Researcher: Hı hı (means "uhuh" in Turkish)

Student B: So they said uh there shouldn't this sentence shouldn't be here or (they they said) you you have to get rid of this sentence. I think it was not uh it was not good for me because I I decide to write that sentence and I (wanted) that sentence inclu included in my essay. So this : this was a problem for me and it was the least:::

Researcher: Valuable

Student B: Valuable ya

Student C believes that the least valuable part of the peer review sessions were the ones on grammar because according to him he does not have many grammar mistakes (See Excerpt 46).

Excerpt 46 (lines 51-52)

Student C: I think (less) valuable part of (the) study is uh my grammar mistakes because I don't have uh many grammar mistakes so ()

Student A agrees with Student C on the least valuable part of the peer review sessions. He believes that they, as university students, should be focusing on content after all rather than language mistakes (See Excerpt 47).

Excerpt 47 (lines 53-57)

Student A: Uh the least part of uh this speech uh this () peer review section uh least valuable is uh I think language mistakes uh because of uh because some uh I think uh in university people uh should uh show more attention to content uh uh to content I think. Uh but the language mistakes uh is uh behind the content uh I think uh and uh this :: I think uh the least valuable uh part is uh language mistakes.

Incorporation of Peer Feedback

As I mentioned before Student A and Student B did not revise any of their writings according to their peers' feedback. At the interview, I asked them why they did not incorporate any of their peers' suggestions into their writings. As Excerpt 48 shows, according to Student B the mistakes that his peers had pointed out were not

important ones. His answer contradicts what he said in Excerpt 43 as an answer to the second interview question. He had said that he had benefited a lot from his peers' feedback on grammar.

Excerpt 48 (lines 79-83)

Student B: I I thought that that my mistakes were not so important.

Researcher: O. K.

Student B: [The mistakes] that Student A told me wasn't important because I knew

Student A: [(Yes)]

Student B: That I could change them later (or)

Student A said that he did not revise his papers after peer review because he had had an appointment with their instructor to discuss his writing and that he wanted their instructor to tell him his mistakes (See Excerpt 49).

Excerpt 49 (lines 88-94)

Student A: [Yes], I agree with Student B.

Researcher: Hı hı (means "uhuh" in Turkish)

Student A: Uh and uh I had a appointment with (name of classroom instructor) uh and uh I want uh to all uh checked uh my : paper uh uh I want my paper uh all checked uh

Student B: By teacher.

Student A: Yes, by teacher.

After Student A says that he wanted their instructor to tell him his mistakes, I asked them whether they preferred teacher feedback. Both Student A and Student B said that teacher feedback was “the best”. However, they added that they would like to have both peer and teacher feedback (See Excerpt 50). Also, in Excerpt 50, in lines 113-114, Student B reemphasized that he would have incorporated his peers’ suggestions if they had pointed out “big problems” with his writings.

Excerpt 50 (lines 96-131)

Student A: Uh ya peer evaluation is uh I think good, but the most important uh feedback uh I think uh is uh that (name of classroom in structor)gave.

Researcher: Hı hı (means “uhuh” in Turkish)

Student A: For us.

...

Researcher: So what your teacher says is the

Student B: I think it is the [best.]

Student A: [Best]

Student B: And it is the most correct one [so]

Researcher: [O. K.]

Student B: But if if uh there could be so a so big problems that if uh our friends could say us that you have so big problem with [this] content

Researcher: [(So)]

Student B: So we could change it but I think the the mistakes that they told were not so important to change.

Researcher: [I see.]

Student B: [That's why.]

Researcher: [I see.]

Student B: [We we didn't.]

Researcher: So you think only peer review Is [uh] is not enough.

Student A: [()]

Student B: [That's right.]

Researcher: [So what's] the what's your choice like only teacher feedback,
[only peer feedback, or both?]

Student A: [Both both both both both.]

Student B: [Both is]

Student C: [()]

Researcher: O. K. both peer review [and] teacher feedback.

Student B: [Yes]

Again as I mentioned before, Student C did not hand in his writing right after the fourth peer review session. I asked him whether he incorporated any of his peers' suggestions before he handed in his paper to their instructor. He said that he made a lot of changes on the content and small changes on the organization and grammar of his writing (See Excerpt 51).

Excerpt 51 (lines 143-161)

Student C: Yes I made uh many changes on them uh because uh I have I had a lot of mistakes.

Researcher: Hı hı (means “uhuh” in Turkish)

Student C: So I changed.

Researcher: So you benefited from your [peers’ suggestions.]

Student C: [Yes of course.]

Researcher: O. K. : So can you give an example? Like what, for example, what did you change?

Student C: Uh I changed uh all of the body part I think because it was very bad and uh I handed it by handwriting and uh I wrote it on computer [()]

Researcher: [Hı hı] (menas “uhuh” in Turkish) so you typed it, you changed the body part. What do you mean by body part? Your supporting ideas?

Student C: Ya supporting ideas, main points.

Researcher: Did you change your thesis statement too?

Student C: No I I didn’t change it but uh the development of the uh body parts are changed by me.

Researcher: O. K. So any any organization or uh grammar mistakes?

Student C: Ya some, a little.

In the second part of the interview, I showed the students some short scenes from the peer review sessions. In one of the scenes Student A and Student B were discussing the thesis statement in Student B’s essay. The two students had different opinions about what a thesis statement should contain and neither of them was persuaded by the other. Thus, at the end of the discussion the students were not able to reach a conclusion. After the students watched the scene, I asked them how they

could find out who was right and they both agreed that they should ask their instructor. The discussion between Student A and Student B went on at the interview too and Student A asked me whether he or Student B was right (See Excerpt 52).

Excerpt 52 (lines 539-545)

Student B: I think we should ask it to [teacher.]

Student A: [(name of classroom instructor)] yes.

Student B: () explain.

Student A: Uh am I right or is Student B right?

Researcher: I

Student B: But I think I am right.

Student A: [No noooo (I'm right).]

In the next scene, once again Student A and Student B had different opinions about something on Student B's paper. When I asked the students what was going on in that scene they said again they had "different comments". Student B added that the reason why he did not incorporate his peers' suggestions was because he thought what his peers suggested was wrong. He proves his argument in lines 574-576 by saying that he got a high grade from the teacher for that essay assignment (See Excerpt 53).

Excerpt 53 (lines 561-578)

Student B: Can I tell something? Tha this was the reason that I didn't correct my mistakes and I gave the paper directly teacher because it was true uh according to me

but : the uh the mistakes that my friends told to me was not uh was not true for me so I didn't correct them.

...

Student A: (Name of classroom instructor) says [()] three or four sentences.

Student B: [Aaa but (name of classroom instructor)] But after (name of classroom instructor) read it. Uh she didn't show it as a mistake. She said it's O. K. and I got 90 98 from that. As you see if I got this out of 100, it was perfect I think so.

In another scene again Student A and Student B could not agree, this time, about a word choice in Student A's paper. I asked the students how they could have solved the problem and Student B said that there should be a teacher at the peer review sessions (See Excerpt 54).

Excerpt 54 (lines 665-681)

Researcher: [So did you like] so again you couldn't agree.

Student B: We couldn't agree.

Researcher: And you didn't change, right?

Student A: Yes.

Student B: Right.

Researcher: You didn't change.

Student A: ()

Student B: Right.

Researcher: O. K. Maybe what could be the uh solution there? Could you have had a dictionary maybe with you?

Student B: [Yes.]

Student A: [Yes.]

Student B: Maybe a teacher, maybe a dictionary could be.

Student A: Could be ()

Student B: Good for us, could help us. : So I think uh while we are making a feedback, there should be a teacher. It's my opinion.

How To Make Peer Review More Effective

At the interview I also asked the students how the peer review sessions could be made more effective. In the previous section in Excerpt 54, related with this question Student B said there should be a teacher at the peer review sessions (See last line). To this question Student A's first response was that the peer review sessions they participated in were effective (See Excerpt 55). I say Student A's first response because later while Student B was answering the same question he had comments about the questions in the peer review sessions. I mention them further below.

Excerpt 55 (lines 190-193)

Student A: I think this was sufficient because there are you know three big assignments uh and one composition assignment and one summary assignment. We all looked at uh we all checked uh what we learned uh in this course uh and this is sufficient uh I think...

As an answer to the same question, Student B said that there were some questions in the peer review sheets that were not related with the essay assignment but he could not give specific examples to support his argument. Also, between lines 213-217 Student A responds to Student B's argument saying that the questions on format were necessary. However, it seems that there is a misunderstanding between Student A and Student B because in line 218 Student B agrees with Student A (See Excerpt 56).

Excerpt 56 (lines 203-226)

Student B: [Effective but] there was a problem with questions.

Student C: [()]

Researcher: Hı hı (means "uhuh" in Turkish)

Student B: Because uh I think there was some questions which were unnecessary. For example when when we get the format paper from teacher that how we will write the essay uh we read it and we write it according to that format but when we we are asked questions (the) they had no [relationship] between that format

Student A: [But we]

Student B: So I think uh some of questions should be [eliminated] and there ...

Student A: [()]

Student B: Be less questions so we could think on the real purpose of us.

Student A: Uh I think uh you might have missed something about the format of the essay. I think this is uh maybe you don't you didn't miss something but uh I realized that I missed something about uh the MLA Format. You see what I mean? I

know uh it it must uh have wrote uh in MLA written in MLA fo format uh but I missed [()] some quotations one quotation uh

Student B: [That's right.] I had the same mistake.

Researcher: Hı hı (means "uhuh" in Turkish)

Student A: [()]

Researcher: [Can you] can you Student B give an example like

Student B: Now I can't remember any question but if we look at the previous question, I think we could find. But now I I don't remember.

Researcher: O. K.

Student B. If I remember, then I will tell you.

Student C agrees with Student B and says that the peer review sheets had some unnecessary questions. However, he also cannot remember any specific examples from the peer review sheets. In Excerpt 57, in lines 234-235 I try to help Student C saying that Student B had said they were questions that checked whether the students did what was written on the assignment sheets. In fact if we look at Student B's comments he has not said anything like that. I guess I misunderstood what Student B had said, thinking that he was trying to say what I argued earlier in this chapter under The Peer Review Sheets. I argue that the questions on the peer review sheets should promote discussion and urge the students to support their feedback with specific examples from their peers' writings (See Excerpt 57).

On the other hand, Student A, who had said that the peer review sessions they participated in were effective enough, between lines 239-246 in Excerpt 57, argues that the questions on thesis statement in the peer review sheets were unnecessary

because he had already proven his ability in this area on the preparatory school's exit exam (COPE Exam). However, again in Excerpt 57, in line 254 Student B says that that is not exactly what he is saying but still cannot remember any examples from the peer review sheets.

Excerpt 57 (lines 229-257)

Student C: [Yes] I think this study was very effective but I agree with Student B. There are some uh there were some uh unnecessary questions and uh

Researcher: Can you do you remember? Student B doesn't. Do you remember any of those unnecessary questions?

Student C: (Quietly) Unnecessary questions. I don't remember but there were.

Researcher: So were they on like Student B said uh they were questions that checked whether we did what was written on the assignment

Student A: (Yes)

Student B: (Yes)

Researcher: Like for example the assignment [says]

Student A: [Thesis] statement. Are (this) thesis statement effective? Uh if I didn't uh wrote uh any theis statement before I couldn't pass the COPE Exam I think.

Researcher: H₁ (used in Turkish to men "I am listening")

Student A: If I pass COPE Exam CO COPE Exam, this means uh I know uh writing thesis statements.

Researcher: H₁ h₁ (means "uhuh" in Turkish)

Student A: Uh and I know uh I must write a thesis statement in my every essay.

Researcher: Hı hı (means “uhuh” in Turkish)

Student A: Uh but this is ya for example

Researcher: Or maybe there was another question like is the uh : like is the essay typed for example. Do you mean that that was unnecessary?

Student A: [Yes.]

Researcher: [Because]

Student C: Yes Times New Roman Format.

Student B: But yes but not exactly. There were some others but I don't remember.

Researcher: Hı (used in Turkish to mean “I am listening”)

Student B: But I'll tell you later.

Training Before Peer Review Sessions

Another question I asked the students at the interview was whether they thought they needed training before they participated in peer review sessions.

Student B said that they needed training and in Excerpt 58, between lines 279-283 he explains how that training could be. According to Student B, as training the classroom instructor should give feedback to some students' writings in front of the class.

Excerpt 58 (lines 266-285)

Student B: If you mean that yes it is that's right because before we didn't know how to make how to give feedback. We learned it when we came here. Even I learned it when I came here because [()]

Researcher: [So do] you think do you think only giving you a
like a checklist [or a you know] a guide

Student B: [That's not effective.]

Researcher: To follow and saying give feedback O. K.

Student B: No, that's not efficient I think. First we have to know the rules I think.

We have to know what we will do because we uh we were uh reading the questions
even we didn't know what we we would do. We didn't understand some questions.

So but if we could do them before, we could be more efficient and we could help our
friends better. For example if we if we had learned : learned this in the classroom for
some some uh lessons, maybe we could have idea about what how we will do this.

Researcher: Hı hı (means "uhuh" in Turkish). So do you have any idea how that
training can be?

Student B: Ya, for example uh the teacher can make a can give feedback to a paper
in front of the classroom and we could have ideas about it. For example, we can get
the essays, we can have the essays and the teacher uh explain what we will do. First
of all what we will look at uh then it would it would be efficient I think. Did you
understand what I mean?

On the other hand, Student A and Student C believe that they do not need
training before they participate in peer review sessions. In Excerpt 59, in line 285,
Student C is interrupted by Student A just when he is about to say why he thinks they
do not need training. Thus, we do not know why Student C thinks so. According to
Student A he does not need training because he learned how to give feedback in
BUSEL (Bilkent University School of English Language). However, Student B

states again in Excerpt 59, in line 308 that in BUSEL they used to only give feedback on grammar and Student C agrees with him.

Excerpt 59 (lines 287-313)

Student C: I think there's no need to uh training because

Student A: Yes I think so because uh I learned uh how feedback uh give to my friend in BUSEL (Bilkent University School of English Language).

Researcher: O. K.

Student A: In several times.

Researcher: Hı hı (means "uhuh" in Turkish). Did you study at BUSEL Student B?

Student B: Yes.

Researcher: Did all of you study?

Student C: Yes.

Student B: ()

Student A: All of study ().

Researcher: Hı hı (means "uhuh" in Turkish) and you gave uh you gave peer feedback [when you were at BUSEL.]

StudentB: [Ya we gave but] uh

Student A: Yes.

Student B: Even we were doing the same thing. The teacher never explained us what we will do. We were only saying what comes to our minds.

Student A: But uh [in (Base) 3]

Student B: [()]

Student A: Yes, as I remember in (Base) 3 Book Uh there were uh some kind of uh peer uh peer review peer evaluation sheets.

Student B: We never had from them. We only were getting the uh content of the essays of our friends. We were reading and I was on I was only uh correcting the uh grammar mistakes.

Student C: (Laughing) Yes ()

Student B: I didn't know if the if the thesis statement has a problem or not. Only grammar mistake comes to my mind when we (said) feedback.

Peer Review Group Members

Change of Group Members in Every Peer Review Session. In the first part of the interview I also asked the students whether they thought the peer review group members should be the same for each peer review session or different. Student A said that he believed the group members should stay the same for each peer review session because he would get used to the writing styles of his peers and that that would be better for him (See Excerpt 60).

Excerpt 60 (lines 332-337)

Student A: More beneficial for us uh because uh after uh this tutorial uh tutorials ya after this peer review session uh my uh friendship level uh with Student C and Student B goes up uh they introduce they themselves to me uh in a positive way uh and I know uh what Student B and Student C how Student B and Student C uh behave in a what way. Uh for this reason uh I get used to them, you see? Uh and I think this is more beneficial for me.

Student B agreed with Student A and added that he knew the kind of mistakes Student A and Student C would make. He said Student A generally had mistakes in content while Student C generally made grammar mistakes. This is an interesting observation because at the beginning of the interview Student C had said that the least valuable part of the peer review sessions was the feedback on grammar because he believed he did not have problems with grammar (See Excerpt 61).

Excerpt 61 (lines 341-358)

Student B: [Ya] I agree with Student A. It's good when the group isn't change because uh when I correct when I read my friends' papers uh I know (why) I exactly know what what will they make what will they write [()]

Student A: [(I know)]

Student B: Which mistakes will they do.

Student A: Yes.

Student B: So I'm used to their grammar, their ways of writing.

Student A: Yes.

Student B: And so I can guess what which in which part they will make mistake, so I can make a good feedback. I can give a good feedback and I can easily correct their mistakes.

Student A: Yes uh I know uh how Student B and in what way uh how Student B and Student C uh behaves uh in their essays in their writing styles, something like that.

Student B: For example, I can give uh an example especially Student C has grammar problem. I know that he has some grammar problems, so I can easily correct it and I know that Student uh Student A has some problems in the content because he usually

doesn't uh listen teacher about how will how will he write the the body paragraph or so I can know it and I can make a good feedback

Contrary to his peers' opinions, Student C said that it would be better if the group members changed in every peer review session because then they would have the chance to hear different opinions (See Excerpt 62).

Excerpt 62 (lines 361-364)

Student C: Unfortunately I don't agree with my friends (Student A laughs).

Researcher: O. K. What's your opinion?

Student C: Uh the group must be changed I think because uh other people uh can give us their uh changeable opinions and I think it is uh more useful then.

Who Should Choose. I also asked the students who in their opinion should choose the group members in a peer review session, the teacher or the students.

Student C said that the students should choose the group members in a peer review session because he would not be willing to participate in a peer review session if he did not like his fellow group members (See Excerpts 63 and 64).

Excerpt 63 (line 387)

Student C: Group members should [choose I think.]

Excerpt 64 (lines 410-412)

Student C: I think group members should choose their group friends because uh if uh there is a people uh who I doesn't like him who I don't like uh my participation in the study I think fall off so and I think this is very uh bad for study.

On the other hand, Student B said that the classroom teacher should determine the group members in a peer review session because if the students are given the chance to choose their group members they would choose their best friends and it would be difficult to tell the mistakes to their best friends (See excerpt 65).

Excerpt 65 (lines 388-400)

Student B: [I think] () the teacher because group member if group members uh choose their partners, they will choose their best friends and they won't correct their mistakes because if Student A is the best friend of me I couldn't uh I couldn't say the mistakes [(to Student A).]

Researcher: [Why not?]

Student B: Uh because if I if I uh say Student A's mistakes he has to change them and he will spend so much time.

Student A: [Uh this ()]

Researcher: [What do you mean Student B] I don't understand. So uh telling him his mistakes and he will spend much time [what's ()]

Student B: [But mostly] students don't like this because I am saying this. Students don't uh don't like to write this again after a feedback so they will :: they don't like to hear their mistakes [()]

Student A agreed with Student C and said that he would not want to give feedback to somebody he did not like. That is why he said the students should be able to choose their group members (See Excerpt 66).

Excerpt 66 (lines 401-408)

Student A: [No I don't] think so uh
I don't agree I strongly disagree with Student B uh because (laughs and then clears his throat) pardon uh because uh if uh :: if uh teacher choose somebody that I didn't like uh then I don't want to give uh him or he or sh him or her a feedback uh her paper a feedback because I don't like uh I dislike uh to her or him uh he or she and uh this was the case I think uh if uh we choose our friends if we if we choose our friends that are uh that we li uh that we like or uh I uh my feedback uh become more beneficial you see?

Using Native Language in Peer Review Sessions

In one of the scenes, Student A used Turkish and I asked the students whether they should use Turkish in the peer review sessions or not. At first Student A said “no” but later both he and Student B said that using Turkish in the peer review sessions was sometimes helpful. Student C did not say anything about this issue (See Excerpt 67).

Excerpt 67 (lines 702-716)

Researcher: No come on. [So] do you think you should use Turkish in uh the peer

Student A: [No]

Researcher: Feedback sessions or is it

Student A: I think this is a special word.

Researcher: Hı hı (means “uhuh” in Turkish)

Student A: (Word)

Researcher: Hı hı (means “uhuh” in Turkish). So is it uh sometimes

Student B: () yes of course [()]

Student A: (It is) beneficial [()]

Researcher: Would you have benefited more if you discussed in Turkish?

Student B: Yes. I think yes because uh sometimes while we’re writing essays uh we first think it in Turkish, then we write it but uh normally it makes it makes problem in English. So sometimes we have to translate it in Turkish and then we have to think together how it should be. So I think it makes problem and using Turkish sometimes (is good).

In the next chapter, I discuss the results, limitations, and pedagogical implications of this study. I also present a discussion where I tie the results of the study to the literature review in Chapter 2.

CHAPTER 5 CONCLUSIONS

Introduction

I have two goals in conducting this study. The first one is to find out how Bilkent University Freshman English students participate in peer review sessions. The second one is to find out Bilkent University Freshman English students' perceptions of the effectiveness of the peer review sessions. The subjects of this study are three students from the Economics Department at Bilkent University. I videotaped four peer review sessions that these three students participated in and audiotaped a group interview that I conducted with the same three students. I analyzed the transcriptions of the video recordings of the four peer review sessions in order to find out how the subjects of the study participated in the peer review sessions. I analyzed the transcriptions of the audio recording of the group interview in order to find out the perceptions of the three students of this study in terms of effectiveness of the peer review sessions.

In this chapter I present the general results of this study together with a discussion where I tie the results of this study to the literature review in Chapter 2. At the end of the chapter I elaborate on the limitations and the pedagogical implications of this study.

General Results

In this study, I have two research questions. In my first research question I investigate how Bilkent University Freshman English students participate in peer review sessions. The purpose of my second research question was to find out Bilkent University Freshman English students' perceptions of the effectiveness of the peer

review sessions. For this purpose I conducted a group interview with the subjects of this study.

The Peer Review Sessions

For my first research question I analyzed the transcriptions of the four peer review sessions in terms of Issues of Control, The Language That the Students Used, The Peer Review Sheets, and Revising After the Peer Review Sessions.

Issues of Control

After counting the turns taken by each student, I found out that Student A took 391 turns, Student B took 456 turns, and Student C took 140 turns. The frequencies listed above suggest that Student A and Student B are both more expressive students and that they dominate the peer review sessions while Student C is a quieter student and does not talk much. Thus, there is an imbalance in the group which leads to the dominance of two of the members. Going back to research question 1, this result demonstrates the fact that there are students in peer review groups who dominate the sessions.

In all four peer review sessions, the students followed the questions on the peer review sheets while giving feedback to their peers. Thus, in a way, the peer review sheets controled the peer review sessions. However, in all four peer review sessions there was somebody who more or less controled the session. For example, in the first peer review session it was me as the researcher who determined the sequencing of the session. In the other peer review sessions, Student B usually

started the discussions. This result shows that the most dominant student is usually the one who controls the sessions.

As cited in Chapter 2, Amores (1997) presents a study on peer groups that looked at the issue of control. As a result of her study, Amores concludes “that the instructor, from the beginning, must define clearly the teacher’s role –as well as the roles of the students- during the peer-editing process” (p.520). Going back to the fact that two of the students dominated the peer review sessions in my study, I suggest that the students need to be assigned explicit roles in peer review and trained on how to participate in group work.

The Language That the Students Used

At the peer review sessions, Student C generally used vague language while Student B generally supported his feedback with specific examples from his peers’ papers. On the other hand, Student A sometimes used vague language and other times supported his feedback with specific examples from his peers’ papers. Thus, it can be concluded that some students need training on how to make use of their peers’ text in giving feedback before they participate in peer review sessions.

The Peer Review Sheets

The peer review sheets for peer review sessions one and three had specific questions which promoted discussion and urged the students to go to their peers’ papers to support their feedback with specific examples. On the other hand, the questions on the peer review sheets for peer review sessions two and four generally had yes-no questions that neither promoted discussion nor urged the students to go to

their peers' papers for specific examples to support their feedback. The language of the sessions was affected by these differences, with more use of specific examples in sessions 1 and 3. Thus, it can be concluded that the peer review sheets have an important impact on the success of the peer review sessions. Peer review sheets like those used in sessions 1 and 3, with discussion-oriented questions, are to be preferred.

Revising After Peer Review Sessions

None of the students revised their writings according to their peers' suggestions after the first three peer review sessions. Only Student C did not hand in his paper to their instructor right after the fourth peer review session. At the group interview, I asked Student C whether he incorporated any of his peers' suggestions after the fourth peer review session. He said that he made a lot of changes on the content and small changes on the organization and grammar of his paper according to the feedback he received from his peers. This result shows that the peer review sessions did not have immediate effect. If revision does not occur after a peer review session, it means that that session was a futile activity. Consequently, according to this result, the students need to be encouraged to revise after each peer review session. This can be achieved by assigning some points to revision after each peer review session.

The Group Interview

The group interview that I conducted to answer my second research question had two parts. In the first part, I asked 10 questions to the students. I made sure that

all three students answered all the questions. In the second part of the interview, I had the students watch some scenes from two of the peer review sessions. After each scene, I stopped the video and asked the students what was going on in the scene and what they thought about it.

I analyzed the transcriptions of the group interview in terms of Peer Review: Beneficial or Not, Incorporation of Peer Feedback, How to Make Peer Review More Effective, Training Before Peer Review Sessions, Peer Review Group Members, Using Native Language in the Peer Review Sessions.

Peer Review: Beneficial or Not

All three students said that they benefited from the peer review sessions. I also asked them the most valuable and the least valuable parts of the peer review sessions. Student A and Student C said that they most benefited from the peer review sessions in terms of their content mistakes while Student B said he in terms of his grammar mistakes. Student C said that the least valuable part of the peer review sessions for him was the feedback on grammar. Student A agreed with Student C and said that since they were university students after all they should be focusing on content mistakes rather than language. Student B, on the other hand, said that the least valuable part of the peer review sessions was when he did not agree with his peers' feedback. Thus, this might have been the reason why Student B did not revise any of his writings.

Incorporation of Peer Feedback

As I mentioned before, Student A and Student B never incorporated their peers' feedback into their writings. When I asked them the reason at the interview, Student B said that his peers had not pointed out important mistakes in his writings. Student A said that their instructor was going to give feedback to his paper and that he wanted their instructor to tell him his mistakes. However, they both had said that they benefited from the peer review sessions which contradicts with what they say here. On the other hand, when I asked them whether they preferred teacher or peer feedback, they both said that teacher feedback was the best but that they would like to have both teacher and peer feedback together.

According to the results of the study Nelson and Murphy (1993) conducted on incorporation of peer feedback, the students incorporated their peers' suggestions if the interaction with their peer was in a cooperative manner rather than a defensive one. At this point, I want to suggest that the instructors need to be careful when forming the peer review groups. That is, the instructors need to make sure that the group members can cooperate with each other well in order to ensure successful sessions.

In terms of preference of teacher feedback, Sengupta (1998) found out that the students thought that their teacher's feedback was important because she was the one who assigned grades. Also, according to the results of the study Zhang (1995) conducted to find out the feedback preferences of eighty-one academically oriented ESL learners, the students strongly preferred teacher feedback.

How To Make Peer Review More Effective

Student B said that the peer review sessions could be more effective if some of the questions on the peer review sheets were taken out. He said there were some questions that had no relationship with the essay assignment. However, he could not remember which questions they were. Student C agreed with Student B that some of the questions needed to be changed but he too could not give any specific examples. Student A at first said the peer review sessions were effective but later said there were unnecessary questions like the ones on thesis statements because they had learned how to write a thesis statement at BUSEL (Bilkent University School of English Language). The argument that the subjects of this study have about the questions on the peer review sheets is not the same as mine. However, we agree that the questions on the peer review sheets have impact on the effectiveness of the peer review sessions. Thus, I would like to emphasize once more that the questions on the peer review sheets should promote discussion and urge the students to go to their peers' essays to support their feedback with specific examples.

Training Before Peer Review Sessions

Student B said that they needed training before they participated in the peer review sessions. When I asked him how that training could be, he said the classroom instructor could give feedback to some student essays in front of the class. On the other hand, Student A and Student C said that they did not need training. Student A said that he used to give feedback to his peers in BUSEL (Bilkent University School of English Language).

Nelson and Murphy (1993) make three suggestions on how the students can be trained to be cooperative in groups. The first suggestion is to have the students “role play peer interactions in which a writer paraphrases a reader’s comments” (p.141). Their second suggestion is to have the teacher “model appropriate responses such as paraphrasing and asking for clarification” (p.141). Their last suggestion is to have the students to analyze transcripts or videotapes of peer group interactions “as models for discussion” (p.141).

Peer Review Group Members

I asked the students two questions related with peer review group members. The first question was whether the group members should change in every peer review session or not. Student A and Student B said that the group members should not change because they thought they gave more useful feedback as they got used to each other’s mistakes. Also, they said giving feedback to peers whose writing styles they were familiar with was easier. Student C, on the other hand, said it would be better if the group members changed in every peer review session because then they would have the chance to hear different opinions.

The second question related with group members was whether the classroom instructor should determine the group members or the students. Student A and Student C said that the students should determine the group members because they would not want to participate in the peer review sessions if they did not like their peers in the group. Student B, on the other hand, said that the instructor should determine the group members because the students would choose their best friends as group members and it would be difficult to tell the mistakes of their best friends.

The suggestions that Nelson and Murphy (1993) made on ways to train students to be cooperative in groups that I mentioned on the previous page under “Training Before Peer Review Sessions” can be useful also to achieve effective grouping in peer review sessions.

Using Native Language in Peer Review Sessions

Both Student A and Student B said that using Turkish at the peer review sessions could be helpful. Student C did not comment about this issue.

Limitations

I conducted this study with only three students. Moreover, all my subjects were males and from the same department. Consequently, it is not possible to generalize the results to all Bilkent University Freshman English students. That is, it is neither possible to say that all the Bilkent University Freshman English students participate in peer review sessions in the same way as the subjects of this study nor to say that their perceptions of the effectiveness of peer review sessions are the same with again the subjects of this study.

Also, the length of the study was very short. I only video recorded four peer review sessions and conducted only one group interview.

Furthermore, the third peer review session was not part of their usual classwork. Only the subjects of this study wrote that essay and participated in a peer review session, so that I could have more data. Thus, it is not necessary to think why my subjects did not revise the essays they discussed in that peer review session.

Pedagogical Implications

Students need to be trained on how to participate in group work. One way to do this may be modeling (See Benesch, 1984).

Students need to be trained on how to give feedback. For example, they need to learn to support their feedback with specific examples from the paper they are giving feedback to. Again, one way to do this may be modeling (See Benesch, 1984).

The teachers need to be careful when preparing peer review sheets. The questions on the peer review sheets should promote discussion rather than short answers and urge the students to go to their peers' writings for specific examples to support their feedback (See Spack, 1996).

If the students do not revise their writings, the peer review sessions lose their meaning. Thus, we as teachers should encourage our students to revise.

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Appendix A
Informed Consent Form

Dear Participant:

You have been asked to participate in a descriptive case study. The aims of the study are to find out how Bilkent University Freshman English students participate in peer review sessions and these students' perceptions of the effectiveness of the peer review sessions. In order to achieve these goals, you were asked to participate in four peer review sessions and a group interview. I videotaped the four peer review sessions and audiotaped the group interview.

Your participation in the study will bring invaluable contributions to the improvement of the effectiveness of peer review sessions at Bilkent University Freshman English Courses. Any information given to me will be kept confidential and your name will not be released. This study involves no risk to you. You were informed that you could withdraw from the study at any time if you so wished at each meeting.

I would like to thank you for your participation. If you have any further questions please do not hesitate to contact me at the phone number given below.

Very Truly Yours,

Peer Review For Essay #1 In 5 Steps—Description of a Product

Okay, so you came to class today with a paper that you're proud of, right? It is specific, personal, and full of all sorts of great description and detail. Your finished, right? Nope--now it is time to share you work and to re-think what you have written and consider whether there are ways to make your paper stronger. It is time to think about REVISION.

Step 1—Form groups and Talk: Form groups of no more than 4 and no less than 3 students. Take 5 minutes to discuss the writing assignment and share any problems and/or questions you have about it.

Step 2—Read and Reflect: Read one of your group member's essays carefully and closely. Immediately after reading the essay, describe the relationship that you feel the writer is trying to create with their object (in other words, how do you think we are supposed to feel about it?). Then, scan through the essay and, in the space provided below, write down words that you feel *contribute* to that sense and any words that you feel *detract* from it.

Contributes	Detracts

Step 3—Specifics: Answer the questions below and mark the margins of the paper as directed.

1. (Both readers) What is your favorite part of this paper? Explain why.
2. (Both readers) What kind of organization has the writer used in her/his description (i.e., inside to outside, top to bottom, chronological, etc.—refer to pp. 58/9 of your students book)? Does it seem to be effective for this particular product?
3. (First reader) Is there an effective transition between the description of the product and the explanation of it's significance? In general are there effective transitions between paragraphs? If not, mark it in the margins of the paper as "TRANSITION?"
4. (First reader) Is there any point where the writer includes *tangential* (seemingly unconnected) information? If so, mark it in the margin of the paper as "TANGENT?" *going off on a ...*
5. (Second reader) Is there any point where the writer seems to be *telling* us about the object or events instead of *showing*? If so, mark it on the paper as "TELLING?"
6. (Second reader) Is there any point where the writer seems to be relying too much on *general* information instead of specific details? If so, mark it on the paper as "GENERAL?"

Step 4—Talk again: Write your name on this peer review form, and return it with the paper to its owner. Read the feedback you received and then discuss each paper within the group—each reader can now clarify their comments and the writer can respond to them.

Step 5—Reflection and Revision—Leave the classroom, think about the feedback you received from your friends, and consider the questions for yourself. Revise your paper for the second draft and turn it in to me with the first draft and both peer-review sheets.

Appendix B2

PEER REVIEW SHEET FOR SUMMARY WRITING**Writer's Name:****Reader's Name:****Step 1:** Form groups of three.

Step 2: Before you start to read your peer's paper, ask him/her whether there is a specific part in his/her summary that he/she would like your comments about. For example, your peer may think that he/she was not able to use the introductory verbs appropriately and ask for your feedback on them.

Step 3: Read your peer's paper closely and answer the following questions.

QUESTIONS

1. Does your peer provide the full name of the article's writer, title of the article, and the claim/thesis/main idea of the article in one sentence at the beginning of his/her summary?
2. Are the order of ideas in your peer's summary in the same order as they were presented in the article?
3. Is the summary one paragraph and 1/3 of the whole text?
4. Does your peer include any outside ideas in his/her summary; that is, any ideas that were not presented in the article?

5. Does your peer paraphrase the information in the article or does he/she use the writer's own sentences or words? If your peer uses the writer's own sentences or words, are they put in quotation marks?
6. Does your peer use quotations if they are really necessary? Are the quotations short? Are the quotations well blended into the summary?
7. Does your peer use introductory verbs (e.g. claim, argue, oppose, acknowledge, etc.) efficiently?
8. Does your peer successfully differentiate between the major and minor ideas in the article and only include the major ideas in his/her summary?
9. Does your peer use examples if they are really essential?

Peer Review Sheet

Writer's name _____

Reader's name _____

Step #1: Form groups of three.

Step #2: Discussion A--Before you begin reading each other's papers, discuss them within your group. Each member should explain which aspect of their paper they would like their partners to pay special attention to (for example you may ask your partners to pay special attention to *organization* because you have had trouble with it in the past, or you may not be sure that your *quotes are blended smoothly* into you paper etc.).

Step #3: Close reading--Read your partner's paper closely and then answer the following questions. Please be thoughtful and complete, because the answers you give may be used by the writer as s/he revises their paper before the second draft:

Area of Interest	Comments
I. Content:	
1. What kind of lead-in has the writer used in her/his introduction? Does it make you interested in the topic of this paper? Why/ why not?	⇒
2. Is the thesis statement clear and complete (e.g., does it make the <i>attitude</i> of the writer clear and do you have a clear idea of what will be discussed in this paper?)	⇒
3. Choose 2 main points from the essay. Are they supported with examples and evidence from source?	⇒
4. Re-read the conclusion of this essay. Does the conclusion a) restate the main points of the essay and b) answer the question "so what?"	⇒

II. Form:

1. Is the language in this paper formal and academic (i.e. no contractions, idiomatic language, street slang, etc.)

⇒

2. Are sources cited using proper MLA format?

⇒

3. Does the works cited page follow MLA format?

⇒

4. Is the paper double spaced and written with Times New Roman 12 point font?

⇒

III. Mechanics:

When time allows, choose one paragraph of this term paper and ask the writer which three types of mistakes they would like you to look for. (they may consider spelling, subject/verb agreement, mass and count nouns, etc.) What is the most common mistake that you found?

⇒

Step #4: Discussion B: After each member of the group has completed their close reading, responded in writing on the sheet above, and written their name, they should return the peer review sheet to the writer, read what your partners have written and then discuss the feedback--do you agree or disagree with their opinions and suggestions? Why? Why not?

Please turn this sheet in to your instructor with your second draft.

Appendix B4
Peer Review Sheet for Essay 2
Responding to a Text

Writer's name:

Reader's name:

- ❖ **Step 1:** If there are any specific parts in your essay that you want your peer to focus on, tell them to your peer.
- ❖ **Step 2:** Answer the following questions on content, form, and mechanics after reading your peer's essay.
 - A. Content:**
 1. Does the essay start with a summary of the text "The Soccer War" which shows that the writer has clearly understood and analyzed the author's intention and how the author led up to the claim or idea that the writer is responding to?
 2. Does the summary lead in to the claim of the writer about the ideas in the text in the form of an explicit thesis statement?
 3. Are the claim(s) that the writer has made in his thesis statement of his essay defended effectively in the body part citing evidence from either personal experience or the source text?

4. Does the conclusion wrap up the essay and provide the reader with an answer to the question “Why is the writer’s argument important?”?

B. Form:

1. Are sources, if any used, cited according to the MLA format?

2. Is the essay double spaced and typed on a computer in 11 or 12 pt. Times New Roman font?

C. Mechanics:

If you have time left, make a note of the language mistakes that you notice in the essay.

❖ **Step 3:**

After you finish giving feedback, discuss your comments and suggestions with the writer.

Appendix C

INTERVIEW QUESTIONS

1. Did you benefit from the peer review sessions? If yes, in what way?
2. What was the most valuable part of the peer review sessions?
3. What was the least valuable part of the peer review sessions?
4. Burak and Egemen, I noticed that you did not incorporate any of your peers' suggestions into your writings. Why not?
5. Serdar, you did not hand in your last assignment right after you received peer feedback. Did you incorporate any of your peers' suggestions into your writing? Why/why not?
6. Burak, a lot of times it seemed like you did not want to be at the peer review sessions. What was the reason for that?
7. What can be done to make peer review more effective?
8. Do you think you need training before you participate in peer review sessions?
9. Do you think it would have been better if you had had the chance to change your peer review group for each peer review session?
10. Do you think the students should choose their peer review group members or the teacher? Which one is better?

Appendix D

Transcriptions of Peer Review One¹

- 1 Researcher: () And there are five steps that the students have to go through in
 2 this revision sheet. Uh Step 1 :: Now I would like you to form groups of three: You
 3 already have your group and discuss for five minutes and share of course the
 4 problems and questions that you have about the essay assignment.
- 5 Student A: Yes uh I would like to start uh I have some problems [uh uh]
- 6 Researcher: [Could you] speak up
 7 a little?
- 8 Student A: Tamam (Means O. K. in Turkish). O. K. Uh I have some problems uh
 9 such as uh uh I don't have or I didn't have uh enough things to write to continue my
 10 essay. Uh the things uh that I want to write that I wrote uh is I think limited as ()
 11 concerned. Uh to sum up uh I don't I I didn't have uh a lot of thing to write
 12 [()] my problem.
- 13 Researcher: [Hi hi] (means "uhuh" in
 14 Turkish)
- 15 Student B: [I had the] same problem with
 16 this assignment. Uh it was hard to choose the subject : and because : we should we
 17 should write more uh about seven hundred seven hundred and fifty words and we
 18 hardly find subject which we can write about : it. I have no idea left ().
- 19 Student C: I think the subject was good but uh I obtained a lot uh word limit. It was
 20 uh too enough I think and uh I couldn't write uh meaningly things so there were a lot
 21 of :: stupid things.
- 22 Researcher: Uhuh. So the common problem here is word limit.
- 23 Student A: Yes word limit.
- 24 Researcher: [O. K.]
- 25 Student B: [And I] think there is one more problem :: I can mention. The teacher
 26 said us to uh to use different [words]
- 27 Student A: [Yes]

¹ See page 36 for the descriptions of the symbols used in all the transcriptions.

28 Student B: Than we use generally so it was hard because uh we couldn't find them
 29 from vocabulary journal from our vocabulary journals or [dictionaries]

30 Researcher: [Hı hı] (means "uhuh"
 31 in Turkish)

32 Student B: So it was an another problem.

33 Student A: For example such as uh instead of taking () like that uh we:: as
 34 () I am concerned uh I don't have enough vocabulary uh to do this to to
 35 mention these words in my essay.

36 Student B: That's all.

37 Student A: That's all.

38 Student B: [We can mention]

39 Student A: [Of course we] want our essay to be more wonderful :: but : according to
 40 our teacher it is () so impossible uh to uh select wonderful uh words.

41 Student B: And I think we could have more time to write [this].

42 Student A: [Yes]

43 Student C: [Yes]

44 Student B: So we can survive :: the vocabularies from : we can go libraries and
 45 survive or look for some knowledges [sources :: etc.]

46 Student C: [Time () very short.]

47 Researcher: Any other comments for step 1?

48 Student A: No

49 Student B: No

50 Researcher: Now the next step is read and reflect :: O. K. you are going to : read : as
 51 you know:: your peer's essay :: ang first of all talk about the ::: object that he or she
 52 describes and the words that contribute and words that detract.

53 Student B: [Can we start]?

54 Researcher: [The sense]. Yes please.

55 I STOPPED THE CAMERA HERE

56 Researcher: Tamam ben (Means "O. K. I" in Turkish) : O.K. so uh first you are
 57 giving feedback on Student A's paper. [Yes]

58 Student A: [Yes] any comments?

- 59 Student B: Yes
- 60 Student C: In generally the essay is good. Uh and uh he contribute uh such as close
- 61 friends, a special connection between car and me, () design. Its eyes are like
- 62 a () country's girl and it rest in my heart.
- 63 Student B: [And I want to]
- 64 Student C: [()]
- 65 Student B: Sorry uh I want to mention something about your introduction [part].
- 66 Student A: [Yes]
- 67 Student B: I think it's not personal because uh in our essay :: [the idea]
- 68 Student A: [Yes I know.]
- 69 Student B: [Wait]. The idea of people is not important the idea of you is
- 70 Student A: [O. K. O. K]
- 71 Student B: Important. So you mustn't start like most people assume.
- 72 Student A: Yes I completely agree with you but it's the [general] information part uh
- 73 Student B: [Ya]
- 74 Student A: Lo look at this I just write one sentence.
- 75 Student B: [Yes but I know but uh the book said]
- 76 Student A: [only one sentence] but the rest of other sentence
- 77 [are all about my]
- 78 Student B: [Yes I see it. It's great] but :: the introduction I think :: [this sentence]
- 79 [()]
- 80 Student A: [Yes I know] but [It's general information] I think
- 81 Student B: [It could be better if you]
- 82 Student A: But I expressed my opinion after this [sentence]
- 83 Student B: [I understand it from the bottom] Yes that's
- 84 right
- 85 Student A: Yes [uh]
- 86 Student B: [Maybe] you could : [could be better] if you could this [sentence] from
- 87 Student A: [O. K.] [O. K.]
- 88 Student B: Your introduction and : yes : your
- 89 Student A: [O: K:]

- 90 Student C: [Favorite part] My favorite part is conclusion part : because: his
 91 explanations and opinions are very good very successful.
- 92 Student A: Yes () thank you [very much]
- 93 Student B: [Ya] Uh My favorite part is : the
 94 second paragraph. It is really great. It is showing not telling. I can imagine your car
 95 for example the co the color of your car is yellow like a sun : I can imagine it and :: I
 96 can think you inside that car and [I think]
- 97 Student A: [Thank you very much]
- 98 Student B: You should be so attractive in that car ha?
- 99 Student A: Yes.
- 100 Silence for five seconds
- 101 Student B: [Başka] (Means “other” in Turkish)
- 102 Student A: [Are there any] other comments? Such as uh
- 103 Student B: Ya, it’s generally showing. So this is really so good.
- 104 Student A: Ya in grammatical for example transactions are enough?
- 105 Student B: [Yes they are enough]
- 106 Student A: [()] [Yes are they used]
- 107 Student B: [Your conclusion is so good] : so efficient.
- 108 Student A: Thank you.
- 109 Student B: But there is one mistake here uh too much : too much is a negative uh
 110 meaning : [too] you should say very much because it takes too much [place] in my
- 111 Student A: [Hmm] [hmm]
- 112 Student B: Life it says negative [it] Do you understand what I mean?
- 113 Student A: [O. K.] O. K. O. K. I
 114 understand.
- 115 Student B: It could be better it takes very much place in my life and I think there are
 116 not so many comments about it. hı hı (means “uhuh” in Turkish).
- 117 Student A: Thank you very much for your all help.
- 118 Student B: [That’s all].
- 119 Researcher: [You haven’t] talked about everything : for example what kind of
 120 organization has the writer used?

- 121 Student C: Uh outside to inside organization is used.
- 122 Student A: Yes.
- 123 Student B: Yes, I agree.
- 124 Researcher: Hı hı (means “uhuh” in Turkish).
- 125 Student A: [()]
- 126 Student B: [()]
- 127 Student A: Because I first in my first body paragraph uh I described its color its
 128 shape then I uh write uh its uh for example its I would like to () like a
 129 mother’s care and uh and also the part two uh after uh body third of my body I write
 130 uh my feelings uh I write my connection uh between I uh I would like to write
 131 express my close friendship [with my car].
- 132 Student B: [Let me say my opinion]. Yes I agree with my friend uh uh
 133 the description starts from outside to inside. First he describe the shape of the car ::
 134 the seem of it from outside then uh he started to describe the inside and his feelings
 135 when he he’s inside of his car. For example his feelings :: while he is uh listening
 136 music in that car :: and his feelings about all the parts of : the car inside.
- 137 Student A: Yes and I think uh the another benzet (“benzetme” means “analogy” in
 138 Turkish) uh the another similarity uh is uh can you read?
- 139 Student B: In addition, at the same (turning to Student A) here?
- 140 Student A: Yes yes ().
- 141 Student B: In addition, at the same time it’s my umbrella because it protects me from
 142 rain and snow.
- 143 Student A: Yes
- 144 Student B: Yes ()
- 145 Student A: Uh and uh can we uh write şey (it is used in Turkish to mean “I mean”)
 146 can we uh talk about Student C’s uh [sheet]?
- 147 Researcher: [Are you sure] you finished? Like are there any uh
 148 referring to the first reader :: are there any uh tangents?
- 149 Student A: I don’t think so because I was very careful with [()]
- 150 Researcher: [or telling?] Do you
 151 have any comments for those?

- 152 Student B: No. I don't have because it's a really so efficient paper. So there's no
 153 tangent. I I read it twice and I couldn't find any tangents. Everything is so personal.
 154 He explained his feelings so efficiently. So there is [no] unconnected part.
- 155 Researcher: [Hı hı] (means "uhuh" in
 156 Turkish). How about the second reader? :: Are there any telling or general?
- 157 Student B: Telling : I couldn't find any telling part :: Because I as I mentioned
 158 before it's showing.
- 159 Researcher: You're not the second reader ()
- 160 Student A: Ya it is he is the second reader.
- 161 Researcher: Ha you are the second reader, ha sorry.
- 162 Student B: Yes.
- 163 Researcher: O. K. so no telling no general.
- 164 Student B: It's ()
- 165 Researcher: O. K.
- 166 Student B: That's all () we can mention.
- 167 Researcher: Hı hı (means "uhuh" in Turkish) Now Student C's paper. :: O. K.
 168 (I stopped the camera here for a minute or two because one of the students said he
 169 had to call a friend because he was late for his appointment with him or her.)
- 170 Researcher: O. K. : now Student C's paper.
- 171 Student B: O. K. I think first I'm the first reader so I will (speak) first. Uh first I
 172 want to say my favorite part. My favorite part is : uh the body part. You explained
 173 the situations, the events that you had with your car : so efficiently. I liked it so
 174 much. For example I can : I can see the shape of your face when you see the
 175 policeman or which reactions you showed toward him. So it's really so showing, so
 176 good. (Turning to Student A) What do you think about this? [Which part]
- 177 Student A: Uh [I would] like to uh
 178 talk about (). In my opinion it's body paragraph because ih it uh it has a good
 179 and uh şey (it is used to mean "I mean" in Turkish) uh they had a good and funny uh
 180 experience uh () some () problem. I think uh this body was so
 181 interesting uh I interested in reading uh in I interested in reading this body and uh I
 182 think this the most uh beautiful.

- 183 Student B: And really the body part is so attractive. For example when you start
 184 [reading] the first sentence you want to go on reading the (last)
- 185 Student A: [Yes] [we become excited]
- 186 Student B: [Because] we become excited while we are reading. So it's
 187 so great. But there is a problem with your [int introduction part].
- 188 Student A: [Yes, I agree with you].
- 189 Student B: It's so [general]. For example
- 190 Student A: [Yes] [so very very general].
- 191 Student B: It's very general. There's I think I can say there's nothing [personal].
- 192 Student A: [Yes]
- 193 Student B: (Turning to Student A) Ha? What do you think?
- 194 Student A: Yes yes. I agree with you. [For example]
- 195 Student B: [Ya, we] wrote the same things.
- 196 Student A: For example uh (pointing to the paper and reading from it)
 197 [Mercedes is a great car]
- 198 Student B: (reading together with Student A) [Mercedes is a great car]
 199 [It's]
- 200 Student A: [Everybody knows]
- 201 Student B: [I think] it's unconnected.
- 202 Student C: [Ya]
- 203 Student B: Ya [that's that's right but it's not connected with your car].
- 204 Student A: [()] It's not
 205 personal.
- 206 Student B: There are many Mercedes in the world. It's not related with only your
 207 car.
- 208 Student A: Yes I think so.
- 209 Student B: And yes you see as uh you tell something about German :: ya I know that
 210 they make good car but it's not related with your subject :: [I think]
- 211 Student A: Yes [and I would] like to add
 212 something extra. Uh before the conclusion paragraph I think some disadvantages uh

- 213 it doesn't matter uh if you look at other cheap cars : other cheap cars it doesn't
 214 matter.
- 215 Student B: It's it's your [car is important].
- 216 Student A: [Uh becaus]e compare and contrast
 217 [uh :: uh the] isn't our subject.
- 218 Student C: [But it's good].
- 219 Student A: Ya I know you express uh your thoughts uh but you cannot express your
 220 opinions :: Can I clarify? :: Yes thoughts are uh understandable but uh your feelings
 221 are uh I don't think ().
- 222 Student B: (Uh the second) The organization is (looking at Student A for approval)
 223 there's no problem [I think with organization]
- 224 Student A: [Yes I think] uh because uh outside to inside.
 225 [First physical appearance] then [()]
- 226 Student B: Yes [that's right] [hı hı (means "uhuh" in Turkish) it's] (effective) and
 227 describing the object but I think it's a little bit more than It's a little bit telling more
 228 than showing (turning to Student A for approval) ha? [For example]
- 229 Student A: [Yes yes yes] I completely agree with you
 230 uh I would like to uh add it my uh fifth question. Es uh I complain about it such as
 231 [uh]
- 232 Student B: [Because]
- 233 Student A: It was your uh it was your uh yani (a gap filler meaning 'I mean' in
 234 Turkish) uh fault I think because uh (reading from Student C's paper) and my car is
 235 sedan : car : namely it has a four seats for passengers. [::Yani] (It is in Turkish and
 236 here it is used to mean "Do you see what I mean?")
- 237 Student B: [It's very I think] telling. (Turning
 238 to Student C) [What do you think about this?]
- 239 Student A: [Yes telling.]
- 240 Student C: (Ya ya I agree).
- 241 Student B: Maybe you could make it a little bit showing. [Uh]

- 242 Student A: [Yes] I agree with you. ::
 243 (Looking at the Researcher) And uh we () general part. Uh the introduction
 244 part he generalized the Mercedes car.
 245 Researcher : Hı hı (Means “uhuh” in Turkish.)
 246 Student A: The topic and also : and that’s all. But in general uh as I mentioned
 247 before, his thoughts his essay are understandable but his [I think] feelings uh
 248 Student B: [Yes]
 249 Student A: He cannot he couldn’t uh show us his feelings. That’s he cannot express.
 250 Yes. The only thing uh that you [uh] are very
 251 Student B: [()]
 252 Student A: careful. Yes.
 253 Student B: Yes. I think the only thing that you should change is a little bit you should
 254 use a little bit showing : sentences.
 255 Researcher: What about the contributes and detracts?
 256 Student A: [Hı] We all agree this uh because [uh]
 257 Student B: [Contribute] [Yes] he he showed his feelings
 258 so effectively for example
 259 Student A: Ya. He showed his thoughts [I think]
 260 Student B: [Yes]
 261 Student A: And this was a good thing [but]
 262 Student B: [For example] I’m (in love) this car because of it
 263 comfort. [::] It’s a good thing [that]
 264 Student A: [Yes] [because] we understand uh what he want from a car
 265 but he cannot show his emotions the uh the detract is he cannot show his emotions.
 266 The contribute are I think he show his emotions (to the Researcher) [you see]
 267 Student B: [There’s one] for
 268 example I feel like I’m : going to the sky. It’s really so beautiful example.
 269 Student A: And also we finished.
 270 Student B: And : [I think] tangent
 271 Student A: [()]
 272 Researcher: O. K. now Student B’s uh

- 273 Student A: Yes. [Student B's ::] paper.
- 274 Student C: [Student B's paper]
- 275 Student B: ()
- 276 Student A: ()
- 277 Student B: We'll change our places.
- 278 Researcher : O. K.
- 279 Student A: (silently to his friends) () (to the camera) Firstly uh I'm the first
- 280 speaker of Student B's paper and I would like to start first :: uh :: first contributes uh
- 281 I would like to uh first mention uh he writes a well organized uh a good uh
- 282 expressing his feelings essay. Yani (Means "I mean" in Turkish.) his essay uh is
- 283 quite good. Uh contributes is uh expressing his first meet uh with uh its plane with
- 284 his plane pardon. Uh and he mentioned good examples uh he told us good examples
- 285 and uh he show uh his plane like a thunderbird. I think this was a very effective uh
- 286 very effective uh example uh and uh it's fuzzy uh how it's fuzz uh with his hands
- 287 like flying [I think this]
- 288 Student B: [The weight of it]
- 289 Student A: Ya weight of it [pardon]
- 290 Student B: [It's like] a fuzz so it's so light
- 291 Student A: Yes () mention uh and uh I know he show uh I because while I was
- 292 reading uh his paper uh I imagine : what uh how the plane was uh how the plane was
- 293 like uh and just uh and uh the detracts are remote control uh the part is not very clear
- 294 because I couldn't understand anything and uh he :: he say uh imagine a automobile
- 295 uh I think uh automobile and the plane is a very different.
- 296 Student B: No
- 297 Student A: In my opinion [but]
- 298 Student B: [Yes]
- 299 Student A: In my opinion it's very [different]
- 300 Student B: [Maybe]
- 301 Student A: Yes I know uh you mentioned uh its voice but yes uh it's uh it's uh up to
- 302 you [and] this means it's up to me. I just say whether you change or not
- 303 Student B: [()] Yes but I want to add something
- 304 Student A: Yes.

- 305 Student B: That's why maybe you could you understood the sentence in a wrong
 306 way. So you : you didn't like this part [but] uh :: I I want to resemble an old
 307 automobile by
- 308 Student A: [No]
- 309 Student B: Saying uh by uh to my : voice of plane: my voice of plane likes an old
 310 automobile voice. (to Student A) Do you understand?
- 311 Student A: Yes I see [(I see)]
- 312 Student B: [So it's I] I wanted to say I didn't I don't like the voice of the
 313 noise of my plane [so] and there's a one more thing a cricket which has a terrible
- 314 Student A: [Yes]
- 315 Student B: Voice. It's you see [an animal which has a terrible voice]
- 316 Student A: [Yes yes yes (nodding) I know]
- 317 Student B: Yes when my plane is coming toward the sky it's really I want to close
 318 my ears. [It is terrible voice] so
- 319 Student A: [Yes yes]
- 320 Student C: I (want to) say something now
- 321 Student B: Yes
- 322 Student C: I can't see I couldn't see clear conclusion.
- 323 Student B: Ya that's right. Uh (looking at his essay and nodding) That's I ag I think I
 324 agree with you :: but I think I didn't find there were not so much [()]
- 325 Student A: [Maybe you can use a
 326 transaction] (he meant transition). You can use a transaction.
- 327 Student B: That's right I can [()]
- 328 Student A: And you can summarize the whole passage then you [()]
- 329 Student B: [Yes I agree but] I
 330 only wanted to express my feelings [()]
- 331 Student A: Yes, I know [but first you summarize] you need to be (summarize). I uh
 332 my favorite part is introduction because uh as I mentioned before uh he expressed his
 333 feelings [well] about ()
- 334 Student C: [Yes ()]
- 335 Student A: And the second question we wrote the same answer [outside to inside]

- 336 Student C: [Outside to inside yes]
- 337 Student A: Uh and uh maybe you need some transaction. You need to be you need
- 338 to use more transaction because uh it's your essay and the transactions uh in my
- 339 opinion make the make your essay uh much more efficient much more
- 340 understandable I think.
- 341 Student B: That's right.
- 342 Student A: And uh transaction uh I don't uh I haven't found a tangent uh in his
- 343 paper. His paper is well organized and yes the second reader.
- 344 Student C: () There's a telling part (taking Student B's paper)
- 345 Student B: Telling part?
- 346 Student C: (pointing to a part in Student B's paper) Yes this part is telling and
- 347 general ()
- 348 Student B: (looking at his paper) But it was the :: (reading his paper and nodding) I
- 349 think it's showing because uh you see :: you read it and I think you know the
- 350 paragraph uh I want to : I wanted to tell tell my :: my time in my plane :: like I'm
- 351 flying in it. (to Student C) Do you understand what I mean? For example when it's
- 352 flying I thought myself inside that plane and I'm I'm I was the using plane, you see?
- 353 Student A: () He expresses I think his feelings.
- 354 Student C: O. K.
- 355 Student B: Like I'm inside the plane not I'm using by it remote control. You see as a
- 356 real [pilot]. [So I think] it's really showing. Is there any more?
- 357 Student A: [() Yes] [Yes] I don't have any more uh. We I think uh all
- 358 uh write wrote our assignment and I think all of us uh are very successful for content
- 359 : because we understand the topic : although we complain about it we uh continued
- 360 our assignments.
- 361 Student B: I think we have only some problems a little problem with grammar.
- 362 Student A: Yes grammar. [Yes and grammar.]
- 363 Student B: [We if we] change some [it will be] perfect
- 364 Student A: [Something yes]
- 365 Student B: [I think].
- 366 Student A: [Yes yes yes] yes (handing a piece of paper to Student B) It was yours.
- 367 (smiling at the camera) And thank you very much.

Appendix E

Transcriptions of Peer Review Two¹

- 1 (Silence, they are reading each other's summaries.)
- 2 Student B: (touching Student C's leg) Student C
- 3 Student C: [Yes]
- 4 Student B: [()] write the uh name of the title?
- 5 Student C: (Yes because it's) not mentioned (in the article).
- 6 (Silence, they go on reading each other's summaries. Student B realizes that Student
- 7 A has not noticed the back of the peer review sheet and turn Student A's peer review
- 8 sheet over to show him the back of the questions on the back of the sheet.)
- 9 Student A: (to Student B) You don't put any quotations, you paraphrased I think all
- 10 the [()]
- 11 Student B: [Yes] because I think it's not necessary.
- 12 Student A: And uh I think I agree with you uh and fifth question uh is about
- 13 quotation and I leave (it).
- 14 Student C: I finished.
- 15 Student B: (Turning over the peer review sheet to show the questions on the back)
- 16 (did you do) this part?
- 17 Student B: (to Student C) I think Student C you didn't use any introductory verbs uh
- 18 ()
- 19 Student A: (to Student B) And you too :: You too Student B
- 20 Student B: (turning to Student A) hi?
- 21 Student A: You too. ()
- 22 Student B: () examp examples [()]
- 23 Student A: [()]
- 24 Student B: (pointing to places on his paper) He explained consider () they are
- 25 they are all
- 26 Student A: ()
- 27 (Silence, they go on reading each other's summaries.)

¹ See page 36 for the descriptions of the symbols used in all the transcriptions.

- 28 Student B: Finished. (looking at Student A's peer review sheet) Did you (fill in)
 29 here?
 30 Student A: Yes
 31 (Silence, they are reading.)
 32 Student A: ()
 33 Student B: Hı hı (Means "uhuh" in Turkish) ::: I think now we can discuss my paper.
 34 Student A: [O. K.]
 35 Student B: [(If you like)]
 36 Student A: I think uh in general uh it's a useful (thing) uh useful summary uh
 37 because uh I understand uh what you write about because I know the text uh it helps
 38 uh of course it supports my ideas. [It helps] to understand but uh you
 39 Student B: [I think it's hı hı] (Means "uhuh" in Turkish)
 40 Student A: Mentioned uh you didn't mention(ed) some uh () credibility
 41 [()] such things and I
 42 Student B: [Yes]
 43 Student A: write [()]
 44 Student B: [I think it's not so detailed.]
 45 Student A: uh yes [()]
 46 Student B: [It's] not specific.
 47 Student A: Yes, not specific.
 48 Student B: [(That's the problem.)]
 49 Student A: [But in general] uh it's a very good uh very useful summary.
 50 Student B: Hı hı (Means "uhuh" in Turkish)
 51 Student A: I just say like this because uh () uh the passage uh is also not long
 52 and uh
 53 Student B: Hı hı (Means "uhuh" in Turkish) the size of the summary
 54 Student A: Yes understand yes [()]
 55 Student B: [(And the order)] of the sentences.
 56 Student A: Yes yes of course [the order]
 57 Student B: [(They're O. K.)]

- 58 Student A: O. K. Everything is good. I think about summary and () uh (in
59 all) uh this is a good summary.
- 60 Student B: (Pointing at the peer review sheet that Student A filled out) What do you
61 want to mention here? ()
- 62 Student A: Yes () we just mentioned these things.
- 63 Student B: Hı hı (Means “uhuh” in Turkish)
- 64 Student A: Like that and you agree with me.
- 65 Student B: [Yes] I I agree.
- 66 Student A: [Because] this uh summary uh didn’t need to be very specific.
- 67 Student B: I think it should be a little bit.
- 68 Student A: Yes a little bit but in general it’s good. Yes any recommendations?
- 69 Student B: Is there any problem with quotations?
- 70 Student A: Quotation because I explained you paraphrased all the ideas.
- 71 Student B: While you were reading that text did you need to understand uh did you
72 need quotations to understand more or did you understand everything?
- 73 Student A: Yes I understand because I know the text I explained you I know the text
74 and it supports my ideas. Something like that. (Bu kadar) (Means “That’s all” in
75 Turkish.) and it needs to be a little bit specific but not more. (looking at Student C)
76 Yes.
- 77 Student C: ()
- 78 Student B: ()
- 79 Student C: ()
- 80 Student B: () First of all the first question. I think it’s not () after the
81 text. It’s not written the writer’s name, ha?
- 82 Student C: Yes.
- 83 Student B: There were no writer’s name. It’s not mentioned there, but uh you
84 mentioned the name of the magazine.
- 85 Student C: Yes.
- 86 Student B: So, that’s good. The beginning is there is no problem with it :: but I think
87 uh there’s one problem I think with your main idea. Maybe you could make it more
88 uh specific (with) your main idea. I think after (pointing to a place on Student C’s
89 paper) (this) you should write your main idea. But is it your main idea do you think?

90 Student C: (Yes I think) so.

91 Student B: (Pointing to Student C's paper) This sentence?

92 Student C: (I think so.)

93 Student B: I think there's one problem I don't know but with your main idea.

94 O. K. you can discuss it later. ∴ (And) yes, the order of your summary is O. K.

95 Everything is in its place and the length of the writing it's O. K. It's alright.

96 There's no unnecessary detail. It's a good point again. And you use your own
97 sentences but uh here you wrote a sentence from the writer.

98 Student C: (Yes.)

99 Student B: But you didn't make use quotations.

100 Student C: ()

101 Student B: It's a problem, ha?

102 Student C: (Looking at his paper) (?)

103 Student B: (Reading from Student C's paper) The reporter says she wasn't ()
104 but you didn't use quotations, you see?

105 Student C: (Yes.)

106 Student B: You should be careful about it I think. And but the others part you
107 paraphrased. It's good. It's good to understand. And you gave examples.

108 Student C: (Nods)

109 Student B: So, they're alright. I can I can easily understand (paragraph) O. K.

110 (Student A had admitted before the recording that the summary he brought was a
111 friend's. I knew that I was not going to use the part s where Student C and Student B
112 gave feedback to Student A; but I decided to let them go through the feedback so that
113 the process would not be disturbed. I had decided to tell them later that I was not
114 going to use that part because everything that was said was a lie. Student C starts
115 giving feedback to the summary that Student A brought. Both Student A and Student
116 C are smiling because they know what they are about to do is a lie.)

117 Student C: Now Student A's turn.

118 Student A: Yes, it is my turn.

119 Student C: I think this summary is very bad.

120 Student A: Uh yes I know uh because uh I have some uh problems with my exams
 121 (drops his pencil here). Uh and I have to write the summary. It's my responsibility
 122 and I just write.
 123 (I stop the camera at this point because I get angry at how they are trying to make up
 124 a fake peer feedback session and I tell them that they might as well skip giving
 125 feedback to Student A since I will not use it in my thesis due to the fact that the
 126 feedback given will all be a lie.)
 127 (I start the camera again.)
 128 Student C: ()
 129 Student B: (Giving his summary to Student C) (Can) you read mine? This is my
 130 summary.
 131 Student C: ()
 132 (Student B takes a piece of paper from Student A and gives it to Student C.)
 133 Student B: (to Student A) Where's feedback paper?
 134 Student A: Şurda şurda (meaning there there in Turkish)
 135 Student B: (Takes the piece of paper he gave to Student C back and gives Student C
 136 another piece of paper that he got from Student A.) (to Student C) ()
 137 Student C: (to Student B) ()
 138 (Student A and Student C are reading and Student B watches both Student C and
 139 Student A because he is not reading.)
 140 Student B: (to Student A pointing to the paper that Student A is reading) Did you
 141 find a problem here?
 142 Student A: What?
 143 Student B: (Again pointing to the paper that Student A is reading) Did you find a
 144 problem here?
 145 Student A: () Yes I find uh because uh writer name
 146 Student B: ()
 147 Student A: Didn't mention.
 148 Student B: Yes.
 149 Student A: Just a problem.
 150 Student B: But this is not problem. He didn't mention the writer's name because it
 151 was not written in the text.

- 152 Student A: Yes I know. I just write there isn't uh any writer because text (goes on
153 writing)
- 154 Student B: Hı hı (Means "uhuh" in Turkish)
- 155 (Student B looks at what Student C is writing and then turn back and looks at what
156 Student A is writing.)
- 157 Student B: (to Student A) () (I would like) to ask a question. (Student A looks
158 up at Student B) Uh do you think is there a problem with the main idea because I
159 found the main idea that uh this the aim of the writing is to mention the importance
160 of () in
- 161 Student A: ()
- 162 Student B: Uh in magazine or journalism.
- 163 Student A: Yes ()
- 164 Student B: (pointing to a place on Student C's paper) So but he mentioned.
- 165 Student A: () Uh yes I know.
- 166 Student B: But this is only an example in my opinion.
- 167 Student A: Yes Yes [(that's only an example and not the main idea.)]
- 168 Student B: [This is not main idea.] So I think there
169 is a problem with this.
- 170 Student A: I know I know. ()
- 171 (Student B looks at what Student C is writing. There is silence. Then, Student B
172 looks at what Student A is writing.)
- 173 Student B: (to Student A) Do you think is there a problem with the body part of this
174 summary?
- 175 Student A: (Hi?)
- 176 Student B: Uh he gave only one example but uh there(are) still something to
177 mention.
- 178 Student A: Yes yes, I agree with you.
- 179 Student B: For example the importance of (trust) or credibility.
- 180 Student A: Yes.
- 181 Student B: There are some such things which is not mentioned.
- 182 Student A: Yes I I agree with you.
- 183 Student C: [()]

- 184 Student A: (showing Student C's summary to Student B) [I think] uh this is a
 185 quotation. (Reading from Student C's summary) The importance [of ()]
 186 Student B: [I did this]
 187 because it is not here; but this should be in quotation mark.
 188 Student A: Yes.
 189 Student B: Do you agree?
 190 Student A: This is in the quotation mark?
 191 Student B: No this normally this is not.
 192 Student A: Haa (Meaning "I see" in Turkish.)
 193 Student B: But I put it here.
 194 Student A: (I put it) O. K. O. K. O. K.
 195 Student B: But usually this should be in quotation mark.
 196 Student A: O. K. I agree with you.
 197 Student B: Because it was the writer's opinion ()
 198 Student C: (to Student B) Can I evaluate your summary?
 199 Student B: Yes, of course.
 200 Student C: I think [()] is very good. Full name of the title is not mentioned;
 201 Student A: [Uff]
 202 Student C: But there's no mentioned in the text. Uh the order are very good and in
 203 the same order as they were present in the article. And I think uh the summary is one
 204 (over) three of the whole text.
 205 Student B: [It is] O. K. I think.
 206 Student C: [It's] Yes. Uh I think there's no outside ideas :: from the text : and your
 207 paraphrases are good.
 208 Student B: But do you think uh is it need a quotation?
 209 Student C: [No.]
 210 Student B: [Do] you think it would be better if I'm I would make quotation? ()
 211 Student C: (Yani) (Can be translated as "Yes of course" or "I definitely think so" in
 212 this context.) Yes [I think so.] I agree with you.
 213 Student B: [()]
 214 Student C: Your introductory words are good.
 215 (Student B nods.)

- 216 Student C: Yes, (yes, that's all).
- 217 Student B: (O. K.) Thank you.
- 218 (Both Student B and Student C turn to Student A)
- 219 Student A: Firstly uh I would would like to uh start the initial question. Uh ofcourse
- 220 it doesn't (impor) it doesn't problem uh it didn't problem because uh text didn't
- 221 mention the writer's [::] name. O. K. () Uh and uh order of ideas is Student
- 222 C: [Yes]
- 223 Student A: O. K. Uh the long length of the summary is one (over) three. O. K. Uh
- 224 and I think uh you didn't summarize the text. You just uh choose some important
- 225 samples and put them without any uh without using any quotation marks and
- 226 something like that. Uh and uh I this indicates uh us uh so much irrelevant
- 227 information you use because some specific some irrelevant sentences () uh
- 228 and :: uh you some uh in some sentences you paraphrase in some uh you takes the
- 229 Student B: Quotations
- 230 Student A: Yes, you takes the writer's argues without taking uh without putting any
- 231 question marks sey quotation marks uh because uh (showing to Student C) we
- 232 mentioned in these sentence the reporter says uh she was not allowed to () uh
- 233 and uh you should be uh very careful of about plagiarism. It is also plagiarism. ::
- 234 Uh you didn't uh use some uh introductory verbs because of uh taking the sentences
- 235 some [you don't need to ()]
- 236 Student C: [I don't think so.]
- 237 Student A: Uh of course it is my opinion. (Thus) uh major and minor ideas I think
- 238 uh generally in good but uh I :: this is a also very () part. The text is about
- 239 () dot dot dot. Uh and this is a problem.
- 240 Student B: This is not the main idea.
- 241 Student A: This is not the main idea. Text mentioned credibility something
- 242 [like that.]
- 243 Student B: [This is the] only one example.
- 244 Student A: Yes one example.
- 245 Student B: That we want to mention.
- 246 Student A: Support ()
- 247 Student B: Support the main idea.

248 Student A: Support (the) examples.

249 Student B: So you could change this.

250 Student C: I understand.

251 Student A: Uh the other (reading to himself) yes uh your one example is ()

252 and thank you for your attention.

253 Student C: Thank you.

254 Student B: I think there's one thing it's alright with our uh writings. We both used

255 the writer's opinion, not our own opinions. That's the [good] point that we did.

256 Student C: [(Yes)]

257 Student A: O. K. Finished.



Appendix F

Transcriptions of Peer Review Three¹

- 1 Student B: (To Student A pointing to the paper he is reading) did you read this?
- 2 Student A: (In a nervous voice) YES
- 3 Student B: So uh do you want a any idea?
- 4 Student A: I agree. Oğlum dur lan (Can be translated as “wait a minute”).
- 5 (Silence, they are reading)
- 6 Student C: (Student C cannot read something on Student A’s paper. Showing the
- 7 illegible part to Student A) ()
- 8 Student A: (Student A looks at his paper.) () (Student A takes his paper from
- 9 Student C to read it closely because he also cannot read his handwriting. Student A
- 10 finally reads the word) Use
- 11 (Silence they are reading. Student B looks at what Student A is writing, then goes on
- 12 reading the paper in front of him.)
- 13 Student B: Student C, can I ask something to you? Uh what’s your thesis statement
- 14 here? [Your own idea.]
- 15 Student C: [This one.] (Reads from his paper pointing to the sentence.)
- 16 [()]
- 17 Student B: [But uh] But it is I think the definition of what is journalism. I
- 18 think () I think you’re your thesis statement is this [a journalist]
- 19 Student C: [()]
- 20 Student B: Ya but you have to support an idea here. You see? Uh for example you
- 21 have to say journalist uh must be :: credible. It’s it’s your thesis statement. It must
- 22 be your thesis statement. Something like this. But uh you wrote your thesis
- 23 statement () ha? (Shows it to Serdar. Serdar reads.) True?
- 24 Student C: Hı Yes.
- 25 Student B: I think it is wrong like (that).
- 26 (Silence, they are reading. Student A looks finished. He looks at his watch. They
- 27 are still reading. Student A starts writing again.)

¹ See page 36 for the descriptions of the symbols used in all the transcriptions.

28 Student C: (Student C cannot read something on Student A's paper again and asks it
29 to Student A.) (Student A, what's written here?)

30 Student A: Which one ? This one? (Student A reads what is written. Then, he takes
31 his paper and corrects his writing.)

32 Student B: (To Student A) () :: I think we should start to discuss my paper
33 [(if you)] finished.

34 Student A: [Yes,] I finished.

35 Student B: O. K.

36 Student A: O. K. Firstly, I would like to uh start with the with your introduction.

37 Student B: Ya but yes

38 Student A: Yes I in my opinion uh this linkers is very irrelevant [()]

39 Student B: [But] It shows
40 my idea.

41 Student A: Ya no I think your thesis statement is not clear because of this . This is
42 your uh [thesis statement.]

43 Student B: Ya [(thesis statement] is my own idea.)

44 Student A: Ya thesis statement shouldn't be your idea. Thesis statement is a certain
45 and general topic.

46 Student B: No, I think in my opinion thesis statement is the subject that you support.
47 So, uh [here] I support that.

48 Student A: [No.] Thesis statement uh can't uh be your opinion. Understand me?
49 Just thesis statement show what's your ().

50 Student B: So what do we call the subject that I support? What do we say it?

51 Student A: No. In my opinion this is uh if we cancel omit it, (Reading from Student
52 B's paper) they not only tell everything directly but also adding their ()
53 comments.

54 Student B: (But this is my thesis statement.)

55 Student A: This is thesis statement. Good. But this makes your thesis statement
56 under aa uh misunderstood I think.

57 Student B: I don't hink so [()]

58 Student A: [No.] This is because uh this uh kind of linkers uh
59 used I think conclusions. As far as I am concerned, In my opinion [()]

- 60 Student B: [Ya that's right.]
- 61 No usually we use this in the body part but [()]
- 62 Student A: (Stressing the words; a bit angrily) [No] body part. In conclusion
- 63 part.
- 64 Student B: () In conclusion. [A you can]
- 65 Student A: (again stressing) [Yees]
- 66 Student B: You can use it in conclusion too because when you make summarize you
- 67 can I can say my opinion. But we usually use them in the body and conclusion as
- 68 you said. We uh
- 69 Student A: Yes but uh [if we] if [if we omit this] your
- 70 thesis statement is good.
- 71 Student B: [We seldom] use them ::: [in the introduction part.]
- 72 Student A: And [the]
- 73 Student B: [And] I think it is so clear what I support.
- 74 Student A: Yes I know.
- 75 Student B: Uhuh
- 76 Student A: It is [clear.]
- 77 Student B: [Only] this word
- 78 Student A: [Yes only this word] create a confusion.
- 79 Student B: [Yes ()]
- 80 Student A: Uh this firstly think uh your uh general information part is too general.
- 81 Student B: Too what's too general can you tell me?
- 82 Student A: Yes, [journalists] are the people who give information.
- 83 Student B: [But] but it's only uh to give a background information to
- 84 [()]
- 85 Student A: [Ya but] it is too general. It is not interested me uh [()]
- 86 Student B: [So do] you
- 87 think what can I do? What can I write instead of it?
- 88 Student A: How journalists uh :: write a event for example like this. You must show
- 89 it.
- 90 Student B: O. K.

- 91 Student A: More than telling you must show it because of uh pulling my interest. If
 92 you want to pull my interest uh
- 93 Student B: But but [as you see]
- 94 Student A: [The same uh] is Student C's paper
- 95 Student B: O. K. we will see it later.
- 96 Student A: O. K.
- 97 Student B: But as you see this sentence is linked with the other one so if I wanted to
 98 tell this, uh I should mention
- 99 Student A: O. K.
- 100 Student B: This so it's I think it is essential here.
- 101 Student A: O. K.
- 102 Student B: Because if I start to write this because of their jobs. What is their jobs?
- 103 Student A: O. K.
- 104 Student B: You see?
- 105 Student A: Yes.
- 106 Student B: They will have maybe question marks.
- 107 Student A: Yes uh [the thesis statement] part
- 108 Student B: [Is it O. K. ?]
- 109 Student A: We uh (you know) already discussed.
- 110 Student B: Ya it's O. K. Ya
- 111 Student A: O. K. [Uh]
- 112 Student B: [What's] the second one?
- 113 Student A: The two
- 114 Student B: Ya thesis statement.
- 115 Student A: () thesis statement. (reading from the peer review sheet) Choose
 116 two main topics (). Are they supported with examples (). Yes.
- 117 Student B: Ya
- 118 Student A: Here I think your body part is very clear. Uh I under[stand.]
- 119 Student B: [(What do you)]
- 120 Student A: What?
- 121 Student B: Which subjects do you think that I support?

- 122 Student A: Yes uh uh journalists uh tell everything directly and uh adding their
123 comments.
- 124 Student B: Ya yes that's right.
- 125 Student A: Yes this is your what the text is all about. Uh the uh conclusion part good
126 very good.
- 127 Student B: I made ()
- 128 Student A: It is an exact summary of this. I think uh the conclusion part summarizes
129 uh the essay uh what the essay all about.
- 130 Student B: So?
- 131 Student A: [So it's a good paper.]
- 132 Student B: [Did you find a] big [mistake?]
- 133 Student A: [Ya] No
- 134 Student B: No
- 135 Student A: No ya of course uh it has some mistakes but yani (Can be translated as
136 "But" from Turkish in this context.) this is not very important for
137 [this] essay.
- 138 Student B: [O. K.] Do you want to add something?
- 139 Student A: No, this is [all.]
- 140 Student B: [O. K.] Student C we can discuss your paper. First of all uh I
141 want to speak about your introduction. As you see you don't have a thesis statement
142 (into) your introduction ha?
- 143 Student C: ()
- 144 Student B: Uh O. K. (the) you have a background information about journalism. I
145 did it but uh you you must link it with your own idea. For example you should write
146 O. K. journalist is a person who works for a (journal) informing the people. And
147 you can write your thesis statement here. You see? [Your first]
- 148 Student C: () (Reading from his paper) [()] O. K.
- 149 Student B: You should write the first sentence which you used in your body part in
150 the [introduction part.]
- 151 Student C: O. K. [()]
- 152 Student B: Is it clear? And so in my opinion it will if you add this to here, it will
153 make your introduction attractive. So people will wonder. For example now when I

- 154 read this uh it's O. K. but uh I I don't want to continue because it doesn't give
 155 [your] exact
- 156 Student C: [Hi hi] (Means "uhuh" in Turkish.)
- 157 Student B: idea O. K.?
- 158 Student C: O. K.
- 159 Student B: But if I could know that you could support an idea here uh I could wonder
 160 [too]
- 161 Student C: (pointing to his paper) [If I] add this one here [Ya]
- 162 Student B: [Ya] It will be O. K. And
 163 uh ya you :: you discussed your opinion good and you gave examples. But I think it
 164 is not enough because you only gave example for one event. For example you
 165 discuss that uh you support that journalist needtobe fair and (accurate) and reliable
 166 but I think you only gave exaple about uh fairness. That's right? Because you only
 167 gave one example and it is about to be fair () reliable.
- 168 Student C: But it's enough. [It ()] explain the whole.
- 169 Student B: [(And it's)] The whole but I think maybe you should
 170 write uh two examples about all of them. Fair and reliable and this. It could be
 171 better in my opinion. What do you think about this?
- 172 Student C: It's O. K.
- 173 Student B: (nods) (And) :: I think uh there's a big problem with your uh conclusion
 174 because it is not the summaryof the text. You only write (so) too general that uh that
 175 (Student C coughs here) it doesn't make any sense you see? It can be more specific
 176 and you can uh write your : supporting ideas maybe here. And
- 177 Student C: (There's no summary)
- 178 Student B: You can make the summary of this so it can be better.
- 179 Student C: (Thank you.)
- 180 Student B: That's all I want to mention.
- 181 Student A: (To Student B) ()
- 182 Student B: You can discuss now
- 183 Student A: (To Student B) ()
- 184 Student B: Your paper
- 185 Student A: Yes Student C.

- 186 Student C: Yes, it's your turn now.
- 187 Student A: Yes, it's my turn.
- 188 Student C: (Showing Student A's paper) And your handwriting is
- 189 Student A: Yes
- 190 Student C: Really very bad (and)
- 191 Student A: I know.
- 192 Student C: Essay is O. K. (Student A laughs)
- 193 Student C: The introduction is good and makes me interested in the topic.
- 194 Student A: (To Student B) Bak (meaning look in Turkish) Look my can you ()
- 195 You see my introduction? How it works?
- 196 Student B: O. K.
- 197 Student A: How it is good. [Very nice] introduction.
- 198 Student B: [()]
- 199 Student C: But in my opinion there is a lack of connection between sentences.
- 200 Student A: O. K.
- 201 Student C: [Such as] (leaning towards Student
- 202 A, showing him his paper) (If you would like to see)
- 203 Student A: Show me show me. [This is a]
- 204 Student C: (Reading from Student A's paper) [They they] interest following the
- 205 things that happen around them and there's a lack [(a journalist must)]
- 206 Student B: [Uh]
- 207 Student A: [Yes I know] but this is a thesis
- 208 statement. This is what this essay should [be]
- 209 Student B: [Ya]
- 210 Student A: Uh should [()]
- 211 Student B: [Right]
- 212 Student A: Uh but uh this is a general information part. This is thesis statement.
- 213 This is general information.
- 214 Student B: As I see you have a big problem with grammar. That's the problem I
- 215 think; you don't link the sentences.
- 216 Student A: (To Student B, closing his mouth with his hand not to be heard. He is
- 217 saying things like "I'll see you outside.") Why?

218 Student B: In my opinion ha?

219 Student C: Thesis statement is clear and complete.

220 Student A: Yes.

221 Student C: And I have an idea while I'm reading uh the writer uh I'm reading about
222 the writer's attitude. Uh two main points from the essay are a journalist must be
223 (accurate) reliable uh and uh he supported with examples and evidence this uh
224 (comment). And uh the other one is media can easily divert people in which way
225 that they want [and] also uh he supported this his idea.

226 Student A: [()] () uh it means the second thing that I mentioned uh
227 the importance of media () in our daily life.

228 Student C: Hı hı (means uhuh in Turkish)

229 Student A: And what about my conclusion?

230 Student C: Conclusion :: is O. K. and uh it restates the main points of the essay. I
231 think there is no problem.

232 Student A: Thank you very much. (Student C nods) ()

233 Student B: (Taking Student A's paper from Student C) () Student A's paper.
234 (Student B gives a piece of paper to Student A, but Student A doesn't take it.)

235 Student A: Tamam oğlum (meaning "O. K. son" in Turkish)

236 Student B: ()

237 (Silence, they are reading.)

238 Student B: (He cannot read Student A's handwriting.) (Student A), can you read this
239 (example for me? Journalists must [be]

240 Student A: (Takes his paper student B and corrects his handwriting) [Use] use use (It
241 is the same word that Student C could not read.) (a bit angrily) [()]

242 Student B: [(Yes)] What do
243 you mean by this? (reading from Student A's paper) [Journalist must use] his
244 impacts.

245 Student A: [()] (his or) Ya
246 journalist uh as you see in body paragraph [(what)]

247 Student B: [What do] you mean by impact uh?

248 Student A: Impact is a influence, [is a effect.]

- 249 Student B: [But I] Think it is the wrong word you can
 250 use here.
- 251 Student A: No, instead of uh this word what can I use?
- 252 Student B: ()
- 253 Student A: Impacts, influences, effects; something like that. Uh I don't want to
 254 repeat (these words). Uh I just explain this paragraph in this paragraph. If you read
 255 all of this all of that, you will see.
- 256 Student B: (To Student C) What does tepki (meaning "reaction" in English) means?
- 257 Student A: (student C doesn't seem to understand the question and Student A
 258 repeats) Tepki (meaning "reaction" in English) etki (meaning "effect" in English)
- 259 Student B: Impact is (etki) tepki?
- 260 Student C: ()
- 261 Student A: Tepki I don't know too ().
- 262 Student B: So we can find a better word here. O. K. [we will discuss it later.]
- 263 Student A: [()] (Student A
 264 doesn't want to be heard by the camera, he want only Student B to hear him.)
 265 (Silence, they are reading.)
- 266 Student B: (Student B cannot read Student A's handwriting again.) What's written
 267 here? ()
- 268 Student A: Gift.
- 269 Student B: Ah ya (writes something) () I think this is your (level). This is not
 270 about journalism. This is about media.
- 271 Student A: [Yes]
- 272 Student B: [()]
- 273 Student A: I got general [()]
- 274 Student B: [But it's too general [()]]
- 275 Student A: [My angle is very large.]
- 276 Student B: Ya I see but (I mean) it must be same specific point so this is irrelevant
 277 about our subject.
- 278 Student A: This is just an example [you see?]
- 279 Student B: Ya but [it is] I think it shouldn't be there so it
 280 could be [()]

- 281 Student A: [I just] uh mentioned uh journalism uh losing people's
 282 [reliab uh trust.]
- 283 Student B: [But it's] in my opinion it's not about journalist. It is about
 284 [(the news.)]
- 285 Student A: [Ja journalist] but it's about news not news uh I think [uh] what the
 286 Student B: [but journalist]
- 287 Student A: What's uh does the journalist do? What's
 288 Student B: But sorry but [uh]
- 289 Student A: [What's] is journalist job? [In order to]
 290 Student B: [Ya they they write] in a newspaper
 291 [()]
- 292 Student A: [Yes] of course I just mentioned [newspaper] losing uh people's
 293 Student B: [Ya but]
- 294 Student A: Temper.
- 295 Student B: That's right but not journalist the newspaper because [()]
- 296 Student A: [Yes but]
 297 journalists in uh writing in these uh these guys are writing in newspapers.
- 298 Student B: But uh newspapers give the presents [()]
- 299 Student A: [Yes] I know I just
 300 mentioned people uh buy these uh newspapers.
- 301 Student B: [()]
- 302 Student A: [For ha yes yes.] I just mentioned O.K.?
- 303 Student B: But I think in a wrong way you write it.
- 304 Student A: [NOOO] (Emphasizing)
- 305 Student B: [So it is not] clear.
- 306 Student A: No.
- 307 Student B: O. K.
 308 (They go on reading.)
- 309 Student B: But you continue this subject so long. It is
 310 Student A: O. K. [Maybe] you are right.

- 311 Student B: [You see] ya it is O. K. if you mention it a short time. It's O. K.
 312 but now you mentioned it in a so long [sentences.]
- 313 Student A: [Yes.]
- 314 (Student A looks finished. Student B and Student C go on reading.)
- 315 Student B: Student A, can we discuss your paper now?
- 316 Student A: Of course.
- 317 Student B: Ahh let's start from your introduction.
- 318 Student A: Yes.
- 319 Student B: It is clear ya but I wrote here that uh it is a little bit irrelevant ideas
 320 because it is written the history of uh media uh newspapers after printing press
 321 [develo] development.
- 322 Student A: [O. K.]
- 323 Student B: But I think it is irrelevant. [But] your thesis statement is so clear.
- 324 Student A: [But] yes I see.
- 325 Student B: Introduction, it is not so bad but it could be better ha?
- 326 Student A: [Yes,] [of course.]
- 327 Student B: [We] could [improve it] by uh taking some parts and adding some
- 328 Student A: New
- 329 Student B: New ideas.
- 330 Student A: Yes.
- 331 Student B: You see?
- 332 Student A: I agree [with you.]
- 333 Student B: [We can] discuss it later.
- 334 Student A: O. K.
- 335 Student B: And your body part [()]
- 336 Student A: [After] the class I will see you.
- 337 Student B: O. K.
- 338 (They laugh together.)
- 339 Student B: Ha but there is a so big problem with your essay. Do you know what is
 340 this? Uh [your thesis statement.]
- 341 Student A: [Handwriting.]

342 Student B: No, it is not. It is it's it is the most problem with your handwriting I agree
 343 with (you) but uh the biggest problem is about your thesis statement.

344 Student A: Why?

345 Student B: You support diferent ideas than your thesis statement . You don't support
 346 your thesis statement.

347 Student A: (A little angirily) I support thesis statement.

348 Student B: But your thesis statement is ahh the writer shows his uh attitude

349 [towards ()]

350 Student A: (Pointing to his paper) [Look at this] and look at this.

351 Student B: But this is about.

352 Student A: (Angirily) Look at this.

353 Student B: Ya but

354 Student A: These parts are completely uh [defend] the thesis statement.

355 Student B: [Look] this bak (means "look" in

356 Turkish) look uh your the first papagraph.

357 Student A: Yes

358 Student B: First body paragraph [()]

359 Student A: [How] journalist must be.

360 Student B: Reliable and [()]

361 Student A: [Yes]

362 Student B: But this is not about this.

363 Studen A: Ya but the second paragraph.

364 Student B: O. K. second paragraph. It is :: in my opinion second paragraph only uh

365 is only about justifying the events. Not about showing impact showing their impact

366 towards [the]

367 Student A: [But] justifying [the event] justifying the event means

368 Student B: [()] Yes

369 Student A: Uh their impact on people.

370 Student B. I (don't think) so.

371 Student A: Because uh I just uh give an example on Susurluk [bak] (means "look" in

372 Student B: [Ya]

- 373 Student A: Turkish) [look] at this.
- 374 Student B: [O. K.] I understand.
- 375 Student A: And how uh the media interpret uh this event and how the people uh.
- 376 Student B: What do you mean by [interpret?]
- 377 Student A: [get] interpret ya uh comment
- 378 yorumlamak (means “to interpret” in Turkish)
- 379 Student B: O. K.
- 380 Student A: Uh ho media interpreed this event and how people got it uh from them
- 381 and how uh people treat uh in this and I just mentioned uh use his or her impact
- 382 [()] [in a positive way.]
- 383 Student B: [Do you uh] [so it means] uh they they have to give their comments ::.
- 384 Do you mean by this?
- 385 Student A: I just aaah I don’t uh mean [(like this.)]
- 386 Student B: [O. K.] I want to ask something.
- 387 Student A: (Ha O. K.)
- 388 Student B: Do you think that journalists should uh add their comments while they are
- 389 writing news? For example, uh he is writing about Susurluk,
- 390 Student A: [Hi Hi] (meaning “yes, I am listening” in Turkish)
- 391 Student B: [O. K.] and he
- 392 Student A: O. K.
- 393 Student B: Do you think uh he should write in my opinion Susurluk uh ya his own
- 394 idea about Susurluk?
- 395 Student A: ()
- 396 Student B: Do you think he should write or he only should
- 397 [give information about Susurluk?]
- 398 Student A: [Of course interpret] uh gives information,
- 399 background research, uh something like that [()]
- 400 Student B: [And comments]
- 401 Student A: Yes and comments uh but comments are restricted, O. K.? Uh
- 402 Student B. So what do you mean by [justify ()?]

- 403 Student A: [The aim is] uh the aim is uh to uh uh
 404 show people uh what's what's going on around them uh the showing is uh not
 405 mention the aim is not uh not mention their own opinions not ::
 406 Student B: What do you mean by justifying the events?
 407 Student A: [Justifying] uh yargılamak işte ("yargılamak" means "to judge" in
 408 Turkish)
 409 Student B: [Aaaa]
 410 Student A: Olayları yargılarken (while judging the events) ()
 411 Student B: But I think I still think that uh ::
 412 Student A: No no
 413 Student B: [You support]
 414 Student A: [No]
 415 Student B: Your thesis statement in a weak way.
 416 Student A: (Closing his mouth) ()
 417 Student B: O. K. [and your conclusion]
 418 Student A: [(is) good is good]
 419 Student B: O. K. your conclusion has a so big problem because you don't
 420 [summarize]
 421 Student A: [()]
 422 Student B: All the events. You only mentioned, not explained. [O. K.]
 423 Student A: [()] Ya in
 424 thesis in conclusion you just summarize the events not explain.
 425 Student B: [()]
 426 Student A: [I just mention] and summarize, that's it uh if this is a mistake the same
 427 mistake is your uh paper is on your paper.
 428 Student C: (To Student A) [I agree with you.]
 429 Student A: [Yes.]
 430 Student B: [O. K. but ()] this is my opinion. [O. K.]
 431 Student A: [O. K.] Can we
 432 discuss Student C's papers? Now Student C, it's your turn.
 433 Student C: [O. K.]

- 434 Student A: I [think] the same things, the same problems uh this is my opinion and
 435 Student B uh didn't agree with me uh I just uh the general information part too
 436 general (find the) general information too general. Uh it's just [()]
 437 Student B: [Can I] ask
 438 something to you about Student C's paper?
 439 Student A: Yes.
 440 Student B: Uh did you find the thesis statement?
 441 Student A: No.
 442 Student B. Because it is uh not in introduction part as you see (Student B and Student
 443 C Laugh) it is here. Thesis [statement]
 444 Student A: [Yes.]
 445 Student B: And it is a big mistake.
 446 Student A: [I mentioned.]
 447 Student B: [(What do you think)]
 448 Student A: [I] mentioned.
 449 Student B: [Ya]
 450 Student A: Uh the second question is uh I couldn't find your thesis statement (They
 451 laugh) in introduction part and uh it leads to the confusion about your essay,
 452 understand? Uh because when I uh just uh read the introduction part I couldn't
 453 understand uh what you uh mentioned what you will mentioned in the body
 454 paragraph. (Student C nods.)
 455 Student B: That's right.
 456 Student A: Yes, it makes me confused. Uh the main point is uh journalist needs to be
 457 fair, journalist needs to be accurate, and journalist needs to be reliable. These are
 458 your topics that you mention and that you support. O. K. I find like this.
 459 Student B: But did you find the examples to all of them?
 460 Student A: No.
 461 Student B: No, that's the problem ().
 462 Student A: Yes, lack of examples. Uh and uh the summary part uh yes it is uh you
 463 summarize uh but your summary may be not very good. Uh and uh you didn't uh
 464 express your own opinions in your conclusion part.
 465 Student C: Yes.

- 466 Student A: [Do you see what I mean?]
- 467 Student C: [()]
- 468 Student B: (Nods and to Student A) I think we agree.
- 469 Student A: Yes [we agree with all points.] (not openly, he doesn't want to be heard)
- 470 Student B: [We agree with all points.]
- 471 Student A: by the camera.) O zaman ben niye okudum o da ayrı mesele
- 472 (meaning "Why did I read then? It is another thing to consider" in Turkish.)
- 473 (Student B laughs.)
- 474 Student B: O. K. [let's come] to my paper.
- 475 Student C: [()] yes.
- 476 Student B: [()]
- 477 Student C: [In my] opinion there is a problem with conclu şey (meaning "I
- 478 mean" in Turkish) introduction.
- 479 Student B: What is the problem ()?
- 480 Student C: Uh lack of connection [and it is very] general I think.
- 481 Student B: [Uh what's ()] (Looking at his paper) It is
- 482 but : you see uh in conclusion I : I mentioned my : thesis statement.
- 483 Student C: [Yes.]
- 484 Student B: [This is] is my thesis statement as you see; so and make a introduction
- 485 about what is journalism, their job and uh what they should be how they should write
- 486 () uh this is my thesis statement. They could add their opinions, comments to
- 487 the writing [uh] I wanted to say that
- 488 Student C: [Hı] (Meaning "I see" in Turkish.)
- 489 Student B: They not only tell the events but also events with their comments.
- 490 Student C: Their comments [O. K.]
- 491 Student B: [So] in my opinion there's no problem but
- 492 Student C: (Thesis) statement is clear and complete and two main points : are
- 493 (Looking at Student B's paper)
- 494 Student B: [()]
- 495 Student C: [()] (Reading from Student B's paper) We only make our own
- 496 comments about subject but for us that comment is the only true one. The first one is

- 497 this and the second one (again reading from Student B's paper) journalists should
 498 add their comments in their writings. (Student B nods) These are two comments and
 499 uh you have : explained this uh subjects
- 500 Student B: By giving examples.
- 501 Student C: Yes by giving examples so there is no problem. :: And I think your
 502 conclusion is very good.
- 503 Student B: [Thank you.]
- 504 Student C: [And] there is a really good summary.
- 505 Student B: O. K.
- 506 Student A: Finished.
- 507 Student B: I think we can discuss the subject about what we think [()]
- 508 Student A: [Yes I think] uh I
 509 find the subject uh [not clear.] Beside this uh it is interesting uh but uh firstly we
- 510 Student B: [Do you think]
- 511 Student A: must know uh what the journalist uh what what is journalist job.
- 512 Student B: Ya but we know it but do you think uh journalists are the persons who
 513 writes for us? Do you agree with me?
- 514 Researcher: O.K. I'm sorry. Let's if you like let's discuss your writings and uh if
 515 you're finished [with the] first page
- 516 Student A: [Finished ()]
- 517 Researcher: On the second page on the second page there are questions on grammar,
 518 mechanics.
- 519 Student B: [O. K.]
- 520 Student A: [Ya] but I looked at uh and this is uh full of MLA format, MLA
 521 format
- 522 Researcher: No no, on on mechanics.
- 523 Student B: Mechanics.
- 524 Researcher: On like grammar. Look at your friends' papers
 525 [in terms of grammar.]
- 526 Student B: [Hı (used to mean "I see" in Turkish) to find grammar mistakes hı hı
 527 (means "uhuh" in Turkish)]

528 Researcher: And if you see
 529 Student B: Linking words
 530 Researcher: Anything it can be.
 531 Student B: O. K.
 532 Researcher: Any kind of grammar mistakes.
 533 Student A: [()]
 534 Researcher: [So since you have focused on] content, now you can focus on grammar.
 535 Student B: O. K.
 536 Student A: () (Here I stop the camera for a short time because Student A ass
 537 me to.)
 538 Student A: ()
 539 (They start reading each other's papers for grammar mistakes.)
 540 Student A: Student C () (Student A gives his paper to Student C.)
 541 Student B: ()
 542 Student A: () (Student C gives one of the essays to Student A.)
 543 (They are reading.)
 544 Student B: Student C
 545 Student C: Yes
 546 Student B: I I think this you used this word in a wrong way. You shouldn't use
 547 broadcasting. Look uh (He is reading Student C's paper.) What do you think about
 548 this? [Collecting] the news and [broadcasting] these news to the people. But
 549 Student C: [()] [()]
 550 Student B: they don't broad broadcast them to the people. They broadcast ()
 551 [papers]
 552 Student C: [(Yes)]
 553 Student B: And then I think you should say they and telling these news to the people.
 554 Student C: Hı Hı (Means "uhuh" in Turkish)
 555 Student B: Or writing for people.
 556 Student C: (Nodding) (O. K.)
 557 Student B: (Is it right?) Broadcast [it is] (yayınlamak) (Meaning
 558 Student C: [Broadcast]
 559 Student B: "To publish" in Turkish) it is a wrong word.

- 560 Student C: ()
 561 (They go on reading.)
 562 Student A: (To Student B) I just find your paper two mistakes.
 563 Student B: Hı Hı (means “uhuh” in Turkish)
 564 Student A: () Uh first we discussed [this.]
 565 Student B: [()]
 566 Student A: O. K. [and]
 567 Student B: [But] grammatically there is no mistake I think.
 568 Student A: Ya of course the [grammatic] is O. K.
 569 Student B: (Nodding) [()]
 570 Student A: Uh but use of these words [(I think)]
 571 Student B: [O. K.]
 572 Student A: (Reading from Student B’s paper) Uh such people because () by
 573 people.
 574 Student B: Ya such people I mean uh the people who have the qualities that I
 575 mentioned here [()]
 576 Student A: [Ya but] it doesn’t make any sense. Look such people because
 577 () by people. People people [I think]
 578 Student B: Ha [()]
 579 Student A: The repetition [() is] is a problem.
 580 Student B: [()]
 581 Student A: Uh secondly ha learning everything is direct.
 582 [Learning everything directly]
 583 Student B: [Ah this is this is] uh
 584 Student A: Doesn’t [(isn’t correct)]
 585 Student B: [No, this is a right sentence.]
 586 Student A: Ya right sentence but you don’t connect. Learning everything directly we
 587 want to make our own comments.
 588 Student B: Ya that’s right. That’s a right sentence ya.
 589 Student A: No
 590 Student B: That’s grammatically so right and [meaningly] it is too right.

591 Student A: [()]

592 Student B: [Ya we use it.]

593 Student A: [Not meaningly]; I think grammatically learning everything directly is a
 594 sort of is a progress of dot dot dot for example. : Like this: Ya you have to connect
 595 this sentence uh this sentence to the other sentence.

596 Student B: I think this is so connected.

597 Student A: (Emphasizing) Noooo

598 Student B: O. K.

599 (Student B and Student C go on reading.)

600 Student A: ()

601 (Student B and Student C go on reading.)

602 Student B: Student C

603 Student C: yes

604 Student B: I think you have problems with the article (). Do you think
 605 because uh you use you usually use them before plural nouns. I think you shouldn't
 606 use because (Looking at Student C's paper) () It is wrong and here write the
 607 results.

608 Student C: Hi

609 Student B: Write results you should write. (Looks at Student C's paper) I couldn't
 610 find any important mistake.

611 (Student A and Student B exchange papers.)

612 Student A: ()

613 Student C: (To Student A) (Pointing at Student A's paper as if saying let's talk about
 614 your paper.)

615 Student A: O. K.

616 Student C: (Smiling because Student A's handwriting was very difficult to read) As I
 617 could read your paper there is uh a problem with present perfect tense I think and
 618 Student A: Maybe, it could be. (They all laugh.)

619 Student C: (Showing Student A his paper) And uh conclusion part doesn't start with
 620 it starts with capital letters. (Student B looks at Student A and says something like
 621 "ya" nodding.)

622 Student A: Yes, this is a small grammar mistake. [I agree with you.] [Yes.]

- 623 Student B: [()] [No] comma,
 624 no full-stop.
- 625 Student A: Ya but of course every people made a mistake make (a mistake).
- 626 Student B: (Taking Student C's paper from Student A and showing it to Student C)
 627 And I think you forgot to put a comma here ().
- 628 Student A: (Grabbing Student C's paper from Student B and smiling) ()
 629 punctuation is not very important (here). (They all laugh.)
- 630 Student B: (To Student C) (Could you give) Student A's [paper please?]
 631 Student A: [Hayret birsey ya] (Can be
 632 translated from Turkish as "I can't believe it")
- 633 Student B: Uh () forgot to mention this but Student A you have no uh heading.
 634 [() problem.]
- 635 Student A: (Pointing to a place on his paper and laughing) [Heading? This is
 636 heading.]
- 637 Student B: But so you can't fin you can't start it with :::
- 638 Student A: Ya this is heading. Importance of journalists in our daily life.
- 639 Student B: [But look!]
- 640 Student A: [Ya heading] Ya bunun neresi heading (değil)? (Can be translated from
 641 Turkish as "Why cannot it be a heading?")
- 642 Student B: It is so (hard) to understand because there is no capital letter uh
- 643 Student A: [Ya O. K. O. K. O. K. I agree O. K. O. K.]
- 644 Student B: [() It is wrong O. K.?.]
 645 [Be careful about capital letters.]
- 646 Student A: (To Student B, closing his mouth and laughing) [()]
 647 (They go on reading.)
- 648 Student B: And you have a problem about : present tense, O. K.? You shouldn't use
 649 s here () they plural and there shouldn't be any s O. K.?
- 650 Student A: (Laughing) Ya this is silly mistake. [I think] this is not any grammatical
 651 problem.
- 652 Student B: [()] Ya but you should be care-
 653 ful O. K.?

654 Student A: Yes O. K. [()]
 655 Student B: [()]
 656 Student A: Uh I write it uh in the middle of night ().
 657 Student B: O. K. you should reread your grammar book again, O. K.? ()
 658 O. K.?
 659 Student A: (Laughing and silently to Student B only) ()
 660 (They go on reading.)
 661 Student B: (Showing a place on Student A's paper to Student A) I think there's a
 662 problem with ()
 663 Student A: (Silently to Student B) () (They all laugh.)
 664 Student A: (To Student B about Student C's paper) I think you find the article
 665 irrelevant and it is very relevant due to the () due to the [()]
 666 Student B: [()]
 667 Student A: No due to the (these facts). This is a
 668 Student B: No but () before plural you can't use the O. K.? Due to the these
 669 Student A: Ha (Meaning "I see" in Turkish)
 670 Student B: It doesn't make sense, O. K.? Be careful my friend.
 671 Student A: O. K. () let's look at this. (Reading from Student C's paper)
 672 [About]
 673 Student B: [About] the political parties. About political parties, not the.
 674 Student A: About the political parties.
 675 Student B: No but it is plural again.
 676 Student A: (Emphasizing) Noooo
 677 Student B: My idea.
 678 (They go on reading.)
 679 Student B: (To Student A) And after comma we we usually don't use capital letters
 680 O. K.? After [()]
 681 Student A: [This is] point, full-stop.
 682 Student B: (Look)
 683 Student A: Ya this is full-stop. [This is my full-stop.]
 684 Student B: [()] (Showing) We usually use
 685 this as a [comma, as a] full-stop [this] [O. K.?)

686 Student A: [comma yes yes] [yes] yes [I know] but this is my
 687 full-stop [()]

688 Student B: [But you] can change the shape of it.

689 Student A: Get used to.

690 Student C: Student B

691 Student B: Yes ()

692 Student C: ()

693 Student B: O. K.

694 Student C: [()]

695 Student B: [()]

696 Student A: (To Student C) ()

697 Student B: (To Student A) But after comma

698 Student A: (To Student B) Ya don't interrupt () (They all laugh.) (To

699 Student C) You have little grammar, silly mistakes. Yes I agree with Student B

700 unfortunately broadcast, instead of using broadcasting uh you should uh use telling

701 and some article problems. The [such as] and this is uh grammatically very simple

702 and (true)

703 Student C: [()]

704 Student A: Essay in my opinion. Yes Student B.

705 Student B: [I think]

706 Student A: [()] Ya şu capital letters falan filan (takma) (Can be translated

707 from Turkish as "don't worry about capital letters and such stuff") () (They

708 all laugh.)

709 Student B: I think you use double space () some (They all laugh.). You have

710 problems with format and handwriting O. K.?

711 Student A: Ya O. K. handwriting yes my handwriting is [very bad.]

712 [It is so] legible.

713 [It is so hard to understand.]

714 Student A: [()] Ya o kadar da değil (Can be translated

715 from Turkish as "Not that bad, don't exaggerate.)

716 (Student B goes on reading.)

- 717 Student B: O. K. The problem is with (the) comma, full-stop, and capital
718 [(letters)] O. K.?
- 719 Student A: [Yes] [I agree with you.]
- 720 Student B: [That's right.] That's all.
- 721 Student A: Punctuation
- 722 Student B: Punctuation [problem] ya ()
- 723 Student A: [()] O. K.
- 724 Student B: O. K.
- 725 (They all look at the camera.)
- 726 Researcher: Finished?
- 727 Student B: Ya
- 728 Student A: Finished.



Appendix G

Transcriptions of Peer Review Four¹

- 1 (They are reading.)
- 2 Student A: (To Student B) (Is) explicit clear?
- 3 Student B: Sorry?
- 4 Student A: Is explicit clear? (Quietly, pointing to something on I guess the peer
- 5 review sheet in front of Student B)()
- 6 Student B: (Nodding) Hı hı (means “uhuh” in Turkish)
- 7 (They go on reading.)
- 8 Student B: (Quietly, to Student C) ()
- 9 Student C: (Quietly) ()
- 10 (They go on reading.)
- 11 Student B: (To Student A) Did you finish my paper?
- 12 Student A: Yes.
- 13 Student B: Can we discuss it?
- 14 Student A: Firstly, your summary is quite understandable and quite good. Uh I like
- 15 your summary. Then uh but it has some (mistake) some problems.
- 16 Student B: With grammar or [with text?]
- 17 Student A: [Ya yes] grammar it is also O. K. but uh (more)
- 18 detailed summary.
- 19 Student B: Hı hı (means “uhuh” in Turkish).
- 20 Student A: It is a long summary I think.
- 21 Student B: O. K.
- 22 Student A: But it’s good, understandable. You uh writer claimed his ideas and you
- 23 supported
- 24 Student B: (Nodding) Hı
- 25 Student A: Something like that. (Used) some examples
- 26 Student B: Hı hı (means “uhuh” in Turkish).
- 27 Student A: According to the MLA Format. It is good also but I think uh and your

¹ See page 36 for the descriptions of the symbols used in all the transcriptions.

- 28 examples your thesis statement is uh explicit, is a good [thesis statement,] is
- 29 Student B: [Hı hı (means “uhuh” in Turkish).]
- 30 Student A: Understandable. And uh your personal uh experiment uh () you
- 31 give an example. For example, Turkey is () against Greek ()
- 32 something.
- 33 Student B: Hı.
- 34 Student A: Yes and it is good example also uh and uh conclusion is also good but uh
- 35 there are repetitions.
- 36 Student B: In conclusion?
- 37 Student A: Yes, in conclusion. For example, this is your essay part two's
- 38 introduction ()? (Student B nods.) Yes and uh this situation [()]
- 39 Student B: [This is]
- 40 uh the b the beginning of body part of my essay.
- 41 Student A: Aa Yes, [yes, yes.]
- 42 Student B: [This is] introduction.
- 43 Student A: Yes, I mixed. Excuse me.
- 44 Student B: And this is the conclusion.
- 45 Student A: Yes, O: K. I understand but (reading from Student B's paper) No one
- 46 can be successful () uh (sneezes)
- 47 Student B: God bless you.
- 48 Student A: Thank you. Uh ha uh (Reading from Student B's paper) () the
- 49 same.
- 50 Student B: But uh it is I mean it's the conclusion. It sum ups.
- 51 Student A: [Sum ups]
- 52 Student B: [What I]
- 53 Student A: [(ideas)]
- 54 Student B: [What I]
- 55 Student A: Don't you?
- 56 Student B: Yes.
- 57 Student A: And also uh and your computer
- 58 Student B: Typing
- 59 Student A: Uh typing is good. O. K. Uh O. k. O. K. Yes Student C:

60 Student C: Yes, Student As paper :: This is a good essay really and uh the paragraphs
 61 is divided by (). And it's : really good and (Coughs) uh he started uh with
 62 the summaryof the text.

63 Student A: ()

64 Student C: Ya a good summary and uh the summary led into the claim of the writer
 65 about the Soccer War idea (Cleans his throat) and the claims are clear :: uh but I
 66 think here are more paragraphs than teacher want (I think).

67 Student A: I see but uh this is also as you know first draft and uh I of course
 68 eliminate it uh I will eliminate it uh some irrelevant information. Uh I have uh I
 69 realized it uh I noticed but this is uh first draft uh also I've had an I will have an
 70 appointment with (name of classroom instructor)and we will discuss our paper. Uh I
 71 understand what you say ().

72 Student C: The typing style is good. ()

73 Student A: Thank you very much.

74 Student B: O. K. Student C

75 Student C: Yes.

76 Student B: Let's discuss your paper. First of all uh yes you start with a summary of
 77 the text but your summary is [too] too long.

78 Student C: [()] long summary.

79 Student B: It should be the teacher said it should be

80 Student C: Shorter.

81 Student B: Shorter but you made it too too long that I think it will be problem for you
 82 and uh it's too specific too long and too specific

83 Student C: Yes ()

84 Student B: For to read.

85 Student C: Hı hı (means "uhuh" in Turkish).

86 Student B: You should uh develop your personal thesis statement because your thesis
 87 statement is not clear. You should find a good theisis statement uh clearer one and
 88 you should support it O. K.? And uh while you are supporting it I think uh you you
 89 gave not so examples, so it is, not so much examples so it is problem I think.

90 Student C: Yes.

91 Student B: You have to support with examples. (Student C nods.) And uh and you
 92 used :: your sources are good and your ideas are O. K. but uh you have to type [it.]

93 Student C: [Yes.]

94 Student B: With computer.

95 Student C: Hi hi (means “uhuh” in Turkish).

96 Student B: And the format is not good and uh I see generally you have problems with
 97 gra grammar. So you should () with tenses.

98 Student C: Ya.

99 Student B: Mostly tenses :: That’s all I : Make the summary shorter.

100 Student C: Hi hi (means “uhuh” in Turkish).

101 Student B: In my opinion, it would be better.

102 Student C: O. K.

103 Student B: O. K. ? Now we’ll change.

104 (They exchange papers and start reading.)

105 Student A: Finished.

106 (Student B and Student C go on reading. Student A is reading Bilkent News while
 107 waiting for his friends to finish.)

108 Student B: O. K. Student A we can discuss your paper. Uh O. K. uh let me start
 109 with your summary, the general summary. This is good. It is efficient but I think uh
 110 I think uh it uh you couldn’t mention all the points. There are some points

111 () maybe you can think they are unimportant but maybe you can add them.

112 Student A: O. K. but uh I summarized the text according to my essay.

113 Student B: Ya O. K. and you wrote the claims of the writer in your summary. It’s
 114 (clear). There’s no problem with this question and :: and you also uh give wrote uh
 115 wrote your claims : in your essay and gave examples but I think maybe you could it
 116 could be better if you could give uh more personal experiences or examples. Then it
 117 could be efficient.

118 Student A: ()

119 Student B: And it would attract attract people [more.]

120 Student A: [More.]

121 Student B: And you’re your conclusion is again everything (in) good way. [And]

- 122 Student A: [And]
 123 MLA Format I think I gave some references.
 124 Student B: Sorry?
 125 Student A: And MLA For Format I give some references.
 126 Student B: From where from where?
 127 Student A: From my summary, from my summary.
 128 Student B: Ya but you didn't uh mention the number so we say [you didn't] use and
 129 Student A: [()]
 130 Student B: Uh you typed it : in Times New Roman Font and (and) there are not so so
 131 many problems with grammar uh I mentioned some some of them here so you can
 132 change them. There's no a big problem with your essay.
 133 Student A: O. K. and I want to mention Student C's paper. Yes uh your summary is
 134 too long and it's full of specific and irrelevant information. Uh and your thesis
 135 statement is understandable I think uh but your essay uh lack of uh personal and
 136 some experiences uh and the
 137 Student C: yes ()
 138 Student A: Conclusion is good. O. K. your format is good but uh there's some
 139 problems uh your su summary I think. And MLA Format uh I mean uh you didn't
 140 give MLA yani (Means "I mean" in Turkish) references. You have to give some
 141 references.
 142 Student B: But I think he mentioned uh the number.
 143 Student A: [Yes but]
 144 Student B: [Uh the] page number that he made the summary. I think :: we can
 145 include it in the MLA Format [you see?]
 146 Student A: [Ya include] but [some] of them
 147 Student B: [()] Ya (only but) he
 148 mentioned only [one.]
 149 Student A: [O. K.] and uh () O. K. that's all.
 150 Student C: Thank you. Student B your paper.
 151 Student B: Yes.
 152 Student C: It includes a summary but I think there are some specific details.
 153 Student B: O. K.

- 154 Student C: Second question O. K. and [uh]
- 155 Student B: [I] think my thesis statement and the
- 156 writer's thesis statement were clear ha?
- 157 Student C: What?
- 158 Student B: My thesis statement and the writer's thesis statement were clear.
- 159 Student C: Ya ya [very clear.]
- 160 Student B: [It was] easy to understand.
- 161 Student C: And Turkey Greek war is an important example for this essay I think.
- 162 Student B: Hı hı (means "uhuh" in Turkish).
- 163 Student C: () good and uh conclusion [I think] can be
- 164 Student B: [(That's right)] (it's too short I think)
- 165 Student C: Developed. It's too short.
- 166 Student B: It's too short for that essay.
- 167 Student C: Hı hı (means "uhuh" in Turkish), yes. And MLA Format O. K. and
- 168 Times New Roman Font yes. () O. K. [()]
- 169 Student B: [Did] you find grammar
- 170 mistakes?
- 171 Student C: No I couldn't find.
- 172 Student B: Hı hı (means "uhuh" in Turkish) thank you ::: O. K.
- 173 Researcher: Are you finished?
- 174 Student B: yes.
- 175 Researcher: Uh we still have like seven minutes. Why don't you look at the
- 176 transitions in the body paragraphs?
- 177 Student A: Hocam zaten onları da mention ettim ben. (Can be translated as
- 178 "Teacher, I mentioned them too.")
- 179 Researcher: You did?
- 180 Student A: Yes.
- 181 Researcher: Hı hı (means "uhuh" in Turkish), are the transitions clear in the
- 182 Student B: [()]
- 183 Student A: [Yes.] (To Student B) Ya bağlaç ya (I guess Student B asks what
- 184 transition means to Student A because "bağlaç" means "connector" in Turkish)
- 185 Student B: O. K.

- 186 Student A: Grammar is also O. K.
- 187 Student B: There's no problem with grammar. (To Student C) Only you had
- 188 grammar problem
- 189 Student C: (Nodding) ya.
- 190 Student B: With your tenses. [You] have to change them.
- 191 Student C: [Yes.]
- 192 Student B: And transactions were good.
- 193 Researcher: O. K. nobody has no problems.
- 194 Student A: Ya [we]
- 195 Student C: [I] have problems.
- 196 Student A: We have problems and I mentioned them.
- 197 Researcher: O. K. "
- 198 Student C: Nobody is perfect.



Appendix H

Transcriptions of the Group Interview¹

- 1 Researcher: O. K. so this is the group interview for the uh peer review :: First, my
 2 first question is did you benefit from the peer review sessions? If yes, in what way?
- 3 Student A: I am Student A. Uh I think uh this peer review section uh is very uh
 4 benefitable for us uh to uh learn how uh our essays uh sufficient or insufficient uh or
 5 ohh comparing to uh other uh my frie other friend uh uh I learned something about
 6 this paper and uh I learned something uh that I missed it uh before and uh I
 7 sometimes uh used uh it and so it is like this uh this I very benefitable for me I think.
- 8 Student B: Yes it was benefitable for me too uh especially I saw my grammar
 9 mistakes and uh :: I corrected my wrong sentences and uh my wrong ideas I changed
 10 them. So it was good for me.
- 11 Student C: Yes I agree my friends uh it is very benefitable to us because we saw our
 12 mistakes and we corrected them. So it's helpful.
- 13 Researcher: O. K. My next question is what was the most valuable part of the peer
 14 review sessions for you? [The most valuable parts]
- 15 Student B: [Which parts do you mean? Which parts] are there?
- 16 Researcher: Uh I mean in what way did you benefit the most? What was the
 17 (emphasizing) most valuable part : [of the sessions?]
- 18 Student A: [I think content.] In my opinion content.
- 19 Researcher: Can you explain that a little?
- 20 Student A: Yes of course. Uh for example uh especially uh in ur second uh big
 21 essay, you know "Soccer War"
- 22 Researcher: [Hı Hı] (means "uhuh" in Turkish)
- 23 Student A: [()] Uh I missed something uh about general uh summary of
 24 () and Student B warned me uh this is not uh this way, this is this way.
- 25 Researcher: Hı hı (means "uhuh" in Turkish)
- 26 Student A: Uh and some uh content uh in uh looking uh (at) a content perspective uh
 27 this is very benefitable for me : I think.

¹ See page 36 for the descriptions of the symbols used in all the transcriptions.

28 Researcher: [Hı hı] (means “uhuh” in Turkish)

29 Student A: [Yes]

30 Student B: I think in grammar side I got so much benefit. My content was : usually
31 O. K. There was no problem for me but uh my friends showed me the grammar
32 mistakes. I had some wrong sentences so uh I corrected them and : I got benefit :
33 from them.

34 Researcher: Hı hı (means “uhuh” in Turkish)

35 Student C: I think it is useful uh on our content mistakes and we saw them and
36 Student B and Student A corrected them and uh usually it is very helpful uh on
37 content I think.

38 Researcher: O. K. : My next question is what was the (emphasizing) least valuable
39 part of the peer review sessions for you?

40 Student B: Oh I think the least there was sometimes some problems uh while my
41 friends were reading my :: my essay. For example, they sometimes uh didn't like a
42 sentence.

43 Researcher: Hı hı (means “uhuh” in Turkish)

44 Student B: So they said uh there shouldn't this sentence shouldn't be here or (they
45 they said) you you have to get rid of this sentence. I think it was not uh it was not
46 good for me because I I decide to write that sentence and I (wanted) that sentence
47 inclu included in my essay. So this : this was a problem for me and it was the least
48 :::

49 Researcher: Valuable

50 Student B: Valuable ya

51 Student C: I think (less) valuable part of (the) study is uh my grammar mistakes
52 because I don't have uh many grammar mistakes so ()

53 Student A: Uh the least part of uh this speech uh this () peer review section
54 uh least valuable is uh I think language mistakes uh because of uh because some uh I
55 think uh in university people uh should uh show more attention to content uh uh to
56 content I think. Uh but the language mistakes uh is uh behind the content uh I think
57 uh and uh this :: I think uh the least valuable uh part is uh language mistakes.

58 Researcher: O. K. Thank you. My next question is to uh Student A and Student B. I
59 noticed that uh you did not incorporate any of your peers' suggestions into your
60 writings.

61 Student A: ()

62 Researcher: Why not? Uh my : question is now after each per review session you
63 did not take back your uh assignment before you gave it to (name of classroom
64 instructor) and correct your mistakes or incorporate your peers' suggestions because
65 I think that your peers had some valuable suggestions. I don't know about Student C
66 because he took back his last assignment. I'll ask him now. But uh you you
67 remember you uh uh gave your assignments : directly to me to hand in to (name of
68 classroom instructor).

69 Student B: Hıhı (means "uhuh" in Turkish)

70 Researcher: So you did not take them back and incorporate your [peers' suggestions.]

71 Student B: [But uh]

72 [()]

73 Researcher: [So] uh no my question is ih like why did why didn't you
74 incorporate your peers' suggestions?

75 Student B: Because [I think] uh

76 Student A: [Because]

77 Student B: [In my side], from my side

78 Student A: [Because]

79 Student B: I I thought that that my mistakes were not so important.

80 Researcher: O. K.

81 Student B: [The mistakes] that Student A told me wasn't important because I knew

82 Student A: [(Yes)]

83 Student B: That I could change them later (or)

84 Researcher: Hı hı (means "uhuh" in Turkish), Student A and Student C. I mean you
85 both you got peer feedback from both your peers, right?

86 Student B: Yes.

87 Researcher: [So]

88 Student A: [Yes], I agree with Student B.

89 Researcher: Hı hı (means "uhuh" in Turkish)

- 90 Student A: Uh and uh I had a appointment with (name of classroom instructor) uh
 91 and uh I want uh to all uh checked uh my : paper uh uh I want my paper uh all
 92 checked uh
- 93 Student B: By teacher.
- 94 Student A: Yes, by teacher.
- 95 Researcher: So do you prefer teacher feedback?
- 96 Student A: Uh ya peer evaluation is uh I think good, but the most important uh
 97 feedback uh I think uh is uh that (name of classroom instructor)gave.
- 98 Researcher: Hı hı (means “uhuh” in Turkish)
- 99 Student A: For us.
- 100 Researcher: So you think peer review is valuable but uh it doesn’t make any sense
- 101 Student A: Ya I think [(that)]
- 102 Researcher: [alone.]
- 103 Student B: Ya usually it doesn’t make any sense because we know that at the at the
 104 end we will change again all the things because after our teacher will [uh] control it.
- 105 Researcher: [Hıııı] (meaning
 106 “I see” in Turkish)
- 107 Student B: We we know that we will have mistakes.
- 108 Researcher: So what your teacher says is the
- 109 Student B: I think it is the [best.]
- 110 Student A: [Best]
- 111 Student B: And it is the most correct one [so]
- 112 Researcher: [O. K.]
- 113 Student B: But if if uh there could be so a so big problems that if uh our friends could
 114 say us that you have so big problem with [this] content
- 115 Researcher: [(So)]
- 116 Student B: So we could change it but I think the the mistakes that they told were not
 117 so important to change.
- 118 Researcher: [I see.]
- 119 Student B: [That’s why.]
- 120 Researcher: [I see.]

- 121 Student B: [We we didn't.]
- 122 Researcher: So you think only peer review is [uh] is not enough.
- 123 Student A: [()]
- 124 Student B: [That's right.]
- 125 Researcher: [So what's] the what's your choice like only teacher feedback,
- 126 [only peer feedback, or both?]
- 127 Student A: [Both both both both both.]
- 128 Student B: [Both is]
- 129 Student C: [()]
- 130 Researcher: O. K. both peer review [and] teacher feedback.
- 131 Student B: [Yes]
- 132 Researcher: O. K. :: Uh thank you. Now Student C. My question is for you now.
- 133 Student C: Yes.
- 134 Researcher: You didn't hand in your last assignment right after you received peer
- 135 feedback. Uh did you incorporate any of your peers' suggestions in to your writing?
- 136 Remember, you in your last assignment , you did not uh Student B and Student A
- 137 gave me their papers
- 138 Student C: Yes.
- 139 Researcher: To hand in to (name of classroom instructor), but you did not. You took
- 140 it back to your dormitory.
- 141 Student C: [Yes of course.]
- 142 Researcher: [So did you] incorporate any of your peers' suggestions?
- 143 Student C: Yes I made uh many changes on them uh because uh I have I had a lot of
- 144 mistakes.
- 145 Researcher: Hı hı (means "uhuh" in Turkish)
- 146 Student C: So I changed.
- 147 Researcher: So you benefited from your [peers' suggestions.]
- 148 Student C: [Yes of course.]
- 149 Researcher: O. K. : So can you give an example? Like what, for example, what did
- 150 you change?

151 Student C: Uh I changed uh all of the body part I think because it was very bad and
 152 uh I handed it by handwriting and uh I wrote it on computer [()]

153 Researcher: [Hı hı] (means
 154 “uhuh” in Turkish) so you typed it, you changed the body part. What do you mean
 155 by body part? Your supporting ideas?

156 Student C: Ya supporting ideas, main points.

157 Researcher: Did you change your thesis statement too?

158 Student C: No I I didn't change it but uh the development of the uh body parts are
 159 changed by me.

160 Researcher: O. K. So any any organization or uh grammar mistakes?

161 Student C: Ya some, a little.

162 Researcher: O. K. :: and now my next question is to Student A. Student A, uh a lot
 163 of times, it seemed like you did not want to be at the peer review session

164 Student A: (No)

165 Researcher: Like you did not want to be there, you did not like it. Uh was there a
 166 specific reason for that?

167 Student A: No uh I don't think so () goes on.

168 Researcher: Hı hı (means “uhuh” in Turkish)

169 Student A: Uh because uh after uh our peer review uh in our peer review uh
 170 especially both of them my moral level is very low because uh

171 Researcher: Hı

172 Student A: I returned I returned uh Antalya I returned Ankara from Antalya uh my
 173 father uh lose the election

174 Researcher: Hı

175 StudentA: And I did not uh sleep for three uh days. Of course I was very tired uh
 176 and I am so unhappy because we all disappointed for my family uh and uh I think uh
 177 I don't want to be there is is not the case. If I don't want uh any peer review section,
 178 this was a vountarily [(action)]

179 Researcher: [Yes]

180 Student A: Uh I uh I would leave it uh () leave it uh but uh I want it and I
 181 continued it uh is it good or bad according to you maybe (is) not, but according to me
 182 uh I uh try to uh be uh benefitable for you [()]

- 183 Researcher: [No] my question is like uh
 184 did you like in the first session uh you were happy and towards the end it was like
 185 you didn't want to be in the study. My question is like is it because you did not
 186 believe in peer review but you say you you had some personal problems.
 187 Student A: Yes I have some personal problems as I explained.
 188 Researcher: O. K. O. K. Thank you uh my next question is :: what can be done to
 189 make peer review more effective?
 190 Student A: I think this was sufficient because there are you know three big
 191 assignments uh and one composition assignment and one summary assignment. We
 192 all looked at uh we all checked uh what we learned uh in this course uh and this is
 193 sufficient uh I think. Uh you recorded us to the video. Of course it sometimes
 194 motivates uh us uh because you see this is a psychology especially for Turks
 195 Researcher: ()
 196 Student A: (Laughing) When they see the cameras, they always behave in a good
 197 way. Uh I think uh this video recorder is benefitable for us, benefitable for me uh I
 198 think this is sufficient because uh we learned something uh in this course uh and we
 199 use uh we used uh what we learned in this peer peer review session.
 200 Researcher: So the peer review sessions you participated in were effective.
 201 Student A: [Yes ()]
 202 Researcher: [Enough]
 203 Student B: [Effective but] there was a problem with questions.
 204 Student C: [()]
 205 Researcher: Hı hı (means "uhuh" in Turkish)
 206 Student B: Because uh I think there was some questions which were unnecessary.
 207 For example when when we get the format paper from teaher that how we will write
 208 the essay uh we read it and we write it according to that format but when we we are
 209 asked questions (the) they had no [relationship] between that format
 210 Student A: [But we]
 211 Student B: So I think uh some of questions should be [eliminated] and there should
 212 Student A: [()]
 213 Student B: Be less questions so we could think on the real purpose of us.

214 Student A: Uh I think uh you might have missed something about the format of the
 215 essay. I think this is uh maybe you don't you didn't miss something but uh I
 216 realized that I missed something about uh the MLA Format. You see what I mean? I
 217 know uh it it must uh have wrote uh in MLA written in MLA fo format uh but I
 218 missed [()] some quotations one quotation uh

219 Student B: [That's right.] I had the same mistake.

220 Researcher: Hı hı (means "uhuh" in Turkish)

221 Student A: [()]

222 Reseacher: [Can you] can you Student B give an example like

223 Student B: Now I can't remember any question but if we look at the previous
 224 question, I think we could find. But now I I don't remember.

225 Researcher: O. K.

226 Student B. If I remember, then I will tell you.

227 Researcher: Student C, do you have any ideas [on how to make the] sessions more
 228 efective?

229 Student C: [Yes] I think this study
 230 was very effective but I agree with Student B. There are some uh there were some
 231 uh unnecessary questions and uh

232 Researcher: Can you do you remember? Student B doesn't. Do you remember any
 233 of those unnecessary questions?

234 Student C: (Quietly) Unnecessary questions. I don't remember but there were.

235 Researcher: So were they on like Student B said uh they were questions that checked
 236 whether we did what was written on the assignment

237 Student A: (Yes)

238 Student B: (Yes)

239 Researcher: Like for example the assignment [says]

240 Student A: [Thesis] statement. Are (this) thesis
 241 statement effective? Uh if I didn't uh wrote uh any theis statement before I couldn't
 242 pass the COPE Exam I think.

243 Researcher: Hı (used in Turkish to mean "I am listening")

244 Student A: If I pass COPE Exam CO COPE Exam, this means uh I know uh writing
 245 thesis statements.

- 246 Researcher: Hı hı (means “uhuh” in Turkish)
- 247 Student A: Uh and I know uh I must write a thesis statement in my every essay.
- 248 Researcher: Hı hı (means “uhuh” in Turkish)
- 249 Student A: Uh but this is ya for example
- 250 Researcher: Or maybe there was another question like is the uh : like is the essay
- 251 typed for example. Do you mean that that was unnecessary?
- 252 Student A: [Yes.]
- 253 Researcher: [Because]
- 254 Student C: Yes Times New Roman Format.
- 255 Student B: But yes but not exactly. There were some others but I don’t remember.
- 256 Researcher: Hı (used in Turkish to mean “I am listening”)
- 257 Student B: But I’ll tell you later.
- 258 Researcher: O. K. : O. K: Uh my next question is do you think you need training
- 259 before you participate in peer review sessions?
- 260 Student B: I think no because uh we should do it when when we get the paper. There
- 261 is no need for it for training before if you mean that.
- 262 Researcher: Hı hı (means “uhuh” in Turkish)
- 263 Student B: We should uh we should [()]
- 264 Researcher: [Like] training on how to give feedback
- 265 or training on how to uh take part in a group activity.
- 266 Student B: If you mean that yes it is that’s right because before we didn’t know how
- 267 to make how to give feedback. We learned it when we came here. Even I learned it
- 268 when I came here because [()]
- 269 Researcher: [So do] you think do you think only giving you a
- 270 like a checklist [or a you know] a guide
- 271 Student B: [That’s not effective.]
- 272 Researcher: To follow and saying give feedback O. K.
- 273 Student B: No, that’s not efficient I think. First we have to know the rules I think.
- 274 We have to know what we will do because we uh we were uh reading the questions
- 275 even we didn’t know what we we would do. We didn’t understand some questions.
- 276 So but if we could do them before, we could be more efficient and we could help our

277 friends better. For example if we if we had learned : learned this in the classroom for
 278 some some uh lessons, maybe we could have idea about what how we willdo this.

279 Researcher: Hı hı (means “uhuh” in Turkish). So do you have any idea how that
 280 training can be?

281 Student B: Ya, for example uh the teacher can make a can give feedback to a paper
 282 in front of the classroom and we could have ideas about it. For example, we can get
 283 the essays, we can have the essays and the teacher uh explain what we will do. First
 284 of all what we will look at uh then it would it would be efficient I think. Did you
 285 understand what I mean?

286 Researcher: Right hı hı (means “uhuh” in Turkish). Any other ideas?

287 Student C: I think there’s no need to uh training because

288 Student A: Yes I think so because uh I learned uh how feedback uh give to my friend
 289 in BUSEL (Bilkent University School of English Language).

290 Researcher: O. K.

291 Student A: In several times.

292 Researcher: Hı hı (means “uhuh” in Turkish). Did you study at BUSEL Student B?

293 Student B: Yes.

294 Researcher: Did all of you study?

295 Student C: Yes.

296 Student B: ()

297 Student A: All of study ().

298 Researcher: Hı hı (means “uhuh” in Turkish) and you gave uh you gave peer
 299 feedback [when you were at BUSEL.]

300 StudentB: [Ya we gave but] uh

301 Student A: Yes.

302 Student B: Even we were doing the same thing. The teacher never explained us what
 303 we will do. We were only saying what comes to our minds.

304 Student A: But uh [in (Base) 3]

305 Student B: [()]

306 Student A: Yes, as I remember in (Base) 3 Book uh there were uh some kind of uh
 307 peer uh peer review peer evaluation sheets.

308 Student B: We never had from them. We only were getting the uh content of the
 309 essays of our friends. We were reading and I was on I was only uh correcting the uh
 310 grammar mistakes.

311 Student C: (Laughing) Yes ()

312 Student B: I didn't know if the if the thesis statement has a problem or not. Only
 313 grammar mistake comes to my mind when we (said) feedback.

314 Researcher: [O. K.]

315 Student B: [It] was my mistake maybe because I [()]

316 Researcher: [So] you so Student B
 317 you believe that the it is it would be it would have been better if your teacher had
 318 modeled

319 Student B: Right.

320 Researcher: A feedback session.

321 Student B: (Right.)

322 Researcher: Before you were asked to give feedback to each other and Student C and
 323 Student A you say it wasn't necessary because you studied it in BUSEL before.

324 Student A: Yes.

325 Researcher: O. K. now my next question is : uh do you think it would have been
 326 better if you had had the chance to change your peer review group for each peer
 327 review session? As you know you worked with the same peers for all four peer
 328 review sessions. Do you think it would have been more [benefit]

329 Student A: [()]

330 Student B: [()]

331 Researcher: Beneficial

332 Student A: More beneficial for us uh because uh after uh this tutorial uh tutorials ya
 333 after this peer review session uh my uh friendship level uh with Student C and
 334 Student B goes up uh they introduce they themselves to me uh in a positive way uh
 335 and I know uh what Student B and Student C how Student B and Student C uh
 336 behave in a what way. Uh for this reason uh I get used to them, you see? Uh and I
 337 think this is more beneficial for me.

338 Researcher: Yes so you you say it is good that the group didn't change.

339 Student A: Yes.

340 Researcher: O. K. [What's] your idea?

341 Student B: [Ya] I agree with Student A. It's good when the group isn't
342 change because uh when I correct when I read my friends' papers uh I know (why) I
343 exactly know what what will they make what will they write [()]

344 Student A: [(I know)]

345 Student B: Which mistakes will they do.

346 Student A: Yes.

347 Student B: So I'm used to their grammar, their ways of writing.

348 Student A: Yes.

349 Student B: And so I can guess what which in which part they will make mistake, so I
350 can make a good feedback. I can give a good feedback and I can easily correct their
351 mistakes.

352 Student A: Yes uh I know uh how Student B and in what way uh how Student B and
353 Student C uh behaves uh in their essays in their writing styles, something like that.

354 Student B: For example, I can give uh an example especially Student C has grammar
355 problem. I know that he has some grammar problems, so I can easily correct it and I
356 know that Student uh Student A has some problems in the content because he usually
357 doesn't uh listen teacher about how will how will he write the the body paragraph or
358 so I can know it and I can make a good feedback.

359 Researcher: O. K. so uh : you how about you Student C, do you agree with your
360 friends?

361 Student C: Unfortunately I don't agree with my friends (Student A laughs).

362 Researcher: O. K. What's your opinion?

363 Student C: Uh the group must be changed I think because uh other people uh can
364 give us their uh changeable opinions and I think it is uh more useful then.

365 Researcher: Hı hı (means "uhuh" in Turkish) so uh in each peer review session if you
366 had different groups you would be exposed to different ideas.

367 Student C: Yes hı hı (means "uhuh" in Turkish).

368 Researcher: Different writing styles. Is that what you are saying?

369 Student C: Yes, I think so.

370 Student B: Yes but it will be so hard to understand at the first reading because you
371 before you didn't read the paper of that friend of you, that new friend of you so

- 372 Student C: Yes [()]
- 373 Student B: [But] when I am reading of your paper beca because I read your
374 paper before I am used to see your paper so it is easy for me to make comments on
375 [on your essay.]
- 376 Student A: [I agree with Student B.]
- 377 Student B: (Right.)
- 378 Researcher: O. K.
- 379 Student B: Ya.
- 380 Student A: Yes.
- 381 Researcher: Uh the last question in this part is do you think the students should
382 choose their peer review group members or the teacher? Which one is better?
- 383 Student A: What? Can you explain?~
- 384 Researcher: Uh [do you think] the students should choose their peer review
- 385 Student C: [Group members.]
- 386 Researcher: Group members or the teacher?
- 387 Student C: Group members should [choose I think.]
- 388 Student B: [I think] () the teacher because
389 group member if group members uh choose their partners, they will choose their best
390 friends and they won't correct their mistakes because if Student A is the best friend
391 of me I couldn't uh I couldn't say the mistakes [(to Student A).]
- 392 Researcher: [Why not?]
- 393 Student B: Uh because if I if I uh say Student A's mistakes he has to change them
394 and he will spend so much time.
- 395 Student A: [Uh this ()]
- 396 Researcher: [What do you mean Student B] I don't understand. So uh telling him his
397 mistakes and he will spend much time [what's ()]
- 398 Student B: [But mostly] students don't like this
399 because I am saying this. Students don't uh don't like to write this again after a
400 feedback so they will :: they don't like to hear their mistakes [()]
- 401 Student A: [No I don't] think so uh
402 I don't agree I strongly disagree with Student B uh because (laughs and then clears

403 his throat) pardon uh because uh if uh :: if uh teacher choose somebody that I didn't
 404 like uh then I don't want to give uh him or he or sh him or her a feedback uh her
 405 paper a feedback because I don't like uh I dislike uh to her or him uh he or she and
 406 uh this was the case I think uh if uh we choose our friends if we if we choose our
 407 friends that are uh that we li uh that we like or uh I uh my feedback uh become more
 408 beneficial you see?

409 Researcher: Hı hı (means "uhuh" in Turkish). What 's your opinion Student C?

410 Student C: I think group members should choose their group friends because uh if uh
 411 there is a people uh who I doesn't like him who I don't like uh my participation in
 412 the study I think fall off so and I think this is very uh bad for study.

413 Student A: Yes.

414 Researcher: O. K. Now in the next section I want to :: turn on the video. And uh
 415 who has the [who has the]

416 Student B: [Remote control.]

417 Researcher: Remote control? O. K.

418 Student A: Here.

419 Researcher: All right.

420 Student B: ()

421 Researcher: Now I'm going to uh play the video : and I will let you watch : some
 422 small scenes [from] uh different peer review sessions.

423 Student B: [O. K.]

424 Researcher: And then I will ask you what you think is happening there.

425 Student B: O. K.

426 Researcher: O. K.

427 (They are watching a scene from the second peer review session. They are laughing.
 428 The sound quality of this session's recording is not good and it is not possible to hear
 429 the session from the audiorecording of the group interview.)

430 Researcher: Here.

431 (They go on watching.)

432 Researcher: (After stopping the video) O. K. what is happening there?

433 (They go on laughing.)

- 434 Student B: (Laughing) I was telling the mistakes of my friends (Student C). (They
435 all laugh.)
- 436 Student A: He always against with us.
- 437 Researcher: O. K. now you were telling Student C
- 438 Student B: Student C
- 439 Researcher: But
- 440 Student B: [Uh]
- 441 Student A: [He] didn't use any introductory words.
- 442 Researcher: And then what did you say?
- 443 Student A: (Laughing) I don't understand my (correction). (They laugh.)
- 444 Researcher: O. K.
- 445 Student A: What I say?
- 446 Researcher: You said you too [to Student B.]
- 447 Student A: [Hı Student B.]
- 448 Researcher: And you interrupted actually the peer review uh I mean the feedback that
449 Student B was giving, right?
- 450 Student B: Yes, I think that's right.
- 451 Researcher: Hı hı (means "uhuh" in Turkish). So Student B was talking to Student C
452 and then uh you said you too Student B. You you don't you have [to put ()]
453 (They laugh.)
- 454 Student B: [Then we finish]
455 with Student C and start with Student A.
- 456 Researcher: [Yes.]
- 457 Student B: [I think] it shouldn't be.
- 458 Researcher: Hı hı (means "uhuh" in Turkish) and suddenly Student C was ignored
459 (laughing) and you you started. (They all laugh.)
- 460 Student B: [That's right.]
- 461 Student C: [()]
- 462 Student A: Dayanamadım (meaning "I couldn't stop myself." in Turkish)
- 463 Student B: It should be in order I think.
- 464 Student C: But (it was) the first time so
- 465 Researcher: That was the second peer review session that you had. (They all laugh.)

466 Researcher: Now the third one is uh interesting. I would like to share () some
 467 scenes of the third one. (They laugh as I am fast forwarding the videotape.) If I can
 468 find. Since they are all in one cassette, it is difficult to (find). (I start to fast forward
 469 without the scenes.)

470 Student A: () Görüntülü alsak. (Can be translated as “Why don’t we fast
 471 forward with the scenes.” from Turkish.)

472 Researcher: (I play the video again.) () We are still in the third one in the
 473 second one, summary writing. (Silence, I am fast forwarding. I turn on the video,
 474 they all laugh.) You are reading right now. (They are laughing and talking to each
 475 other commenting about their appearances on the video.) O. K. () (I play
 476 the video.) O. K. this is very interesting. Please listen to this conversation going on
 477 between Student B and Student A.

478 (They are watching and laughing.)

479 Researcher: (I stop the video.) (Smiling) O. K. Can I ask you what’s going on there
 480 between Student B and Student A?

481 Student B: There was a discussion.

482 Student C: () discussion.

483 Student A: Yes discussion.

484 Student B: But a good discussion I think.

485 Student A: [()]

486 Student C: [()] I think very beautiful.

487 Researcher: Hı hı (means “uhuh” in Turkish) yes. What was the

488 Student A: About thesis statement.

489 Student B: About thesis statement.

490 Student A: Uh he write as I remember I think uh not I claim. I think uh dot dot dot
 491 dot dot [whatever.]

492 Student B: [But I think.]

493 Student A: Uh yes I advice him uh to use this kind of words in conclusion. Uh thesis
 494 statement just about uh the what the text will and what the text will uh teach us,

495 [what] the text all about.

496 Student B: [Yes.]

- 497 Student A: But you use I think dot dot dot. Dot dot dot is your thesis statement I
 498 realize but I don't advice you uh to use uh this I think [()]
- 499 Student B: [I think] shows that that
 500 it is belonging to me, it is my idea. So I say I think.
- 501 Student A: This wasn't your idea. You can't [()]
- 502 Student B: [If you] if you (defend) your
 503 thesis statement, it should be belonging to you [and]
- 504 Student A: [I] know. This wasn't your idea.
- 505 Student B: But it was my thesis statement that it was my idea.
- 506 Student A: No this wasn't your thesis statement şey (means "I mean" in Turkish) this
 507 wasn't your idea [()]
- 508 Student B: [Whose] idea was it?
- 509 Student A: This is the uh all general topic.
- 510 Student B: No it was not the all general topic [()]
- 511 Student A: [General topic.]
- 512 Student B: [It was ()]
- 513 Student A: [General topic.]
- 514 Researcher: [O. K.]
- 515 Student B: [So] I will ask [one question]
- 516 Researcher: [O. K.]
- 517 Student B: What was the difference between I think and I claim? If I could write I
 518 claim, what was the difference?
- 519 Student A: I claim uh [is]
- 520 Student B: [Ya]
- 521 Student A: Very different.
- 522 Student B: If you claim something it should be your idea stimt? (I don't know what it
 523 means, I guess it is a German word. I am not sure if the spelling is correct.)
- 524 Student A: [Stimt.]
- 525 Student B: [That's right.] ()
- 526 Researcher: O. K. So you said Student B, it was a useful discussion.
- 527 Student B: It was [a useful discussion.]

- 528 Student A: [Yes I think so.]
- 529 Researcher: So did you learn from each other?
- 530 Student A: Yes.
- 531 Student B: Student A learned something from [me.]
- 532 Student A: [Nooooo.]
- 533 Student C: [()]
- 534 (They laugh.)
- 535 Student B: Just now he learned but we didn't learn any thing there because our ideas
- 536 are different about it. I think one of us le know this wrong. So we should
- 537 Student A: [()]
- 538 Researcher: [So how can you learn the] how can you learn the correct one?
- 539 Student B: I think we should ask it to [teacher.]
- 540 Student A: [(name of classroom instructor)] yes.
- 541 Student B: () explain.
- 542 Student A: Uh am I right or is Student B right?
- 543 Researcher: I
- 544 Student B: But I think I am right.
- 545 Student A: [No nooooo (I'm right).]
- 546 Researcher: I don't know and [this is not the topic right now]. But so if you have
- 547 something that you cannot agree on during the peer review, what you should do is
- 548 ask the teacher. Is that [()]?
- 549 Student A: [Yes (.)] (name of classroom instructor)
- 550 Student B: But there was no teacher as you know.
- 551 Researcher: (Smiling) Yes. O. K. let's go on if you like.
- 552 Student A: [O. K.] O. K. O. K. very very like.
- 553 Student B: [()] ()
- 554 (They are laughing and talking to each other while watching another scene from the
- 555 third peer review session.)
- 556 Researcher: (Smiling) So what's going on here?
- 557 (Student B): ()
- 558 Researcher: Did you realize what's going on here?

- 559 Student B: Yes uh our comments were different.
- 560 Researcher: Hı hı (menas “uhuh” in Turkish)
- 561 Student B: Can I tell something? Tha this was the reason that I didn’t correct my
- 562 mistakes and I gave the paper directly teacher because it was true uh according to me
- 563 but : the uh the mistakes that my friends told to me was not uh was not true for me so
- 564 I didn’t correct them.
- 565 Researcher: Hı hı (means “uhuh” in Turkish)
- 566 Student B: That was a problem so [()]
- 567 Student A: [(I just advice you)] [your] paper is good uh but
- 568 StudentB: [Ya]
- 569 Student A: There are some problems with introduction. Uh you summarize the
- 570 whole the text too general, [very very too general.]
- 571 Student B: [But it is too general for you.] It was not too general [for me.]
- 572 Student A: [Too general.]
- 573 Student B: That was the problem.
- 574 Student A: Name of classroom instructor says [()] three or four sentences.
- 575 Student B: [Aaa but (name of classroom instructor)] But after
- 576 (name of classroom instructor) read it. Uh she didn’t show it as a mistake. She said
- 577 it’s O. K. and I got 90 98 from that. As you see if I got this out of 100, it was
- 578 perfect I think so.
- 579 Student A: (Quietly) ()
- 580 Student B: That’s why I didn’t change it and I’m happy that I didn’t change it. I
- 581 think if I could change it, it could be wrong.
- 582 (Student A): O. K.
- 583 Researcher: O. K. Let’s go on.
- 584 Student B: O. K.
- 585 (They are laughing and talking to each other while watching another scene from the
- 586 third peer review session.)
- 587 Researcher: Please listen.
- 588 (They go on watching the video and laughing.)
- 589 Researcher: So what’s going on there between Student B and Stu şey (meaning “I
- 590 mean” in Turkish) Student C?

591 Student B: He is telling my mistakes and I accept them because it was very bad
 592 paper.

593 Student B: It was uh it was true that what I told to him. I told exactly the mistakes.

594 Researcher: H₁

595 Student B: And there was no discussion. It was good.

596 He [was accepting what I told.]

597 Researcher: O. K. [There was no discussion because] Student C accepted
 598 [()]

599 Student B: [Ya because] yes and in my opinion I told the truths.

600 Researcher: O. K.

601 (They go on laughing and quietly talking to each other while watching another scene
 602 from the third peer review session.)

603 Researcher: O. K. So what's uh Student B asks what do you think about this, right?
 604 And you accept again.

605 Student C: Yes (Laughing) I was very weak. (We all laugh.)

606 Researcher: (Laughing) What do you mean very weak?

607 Student C: (Laughing) It was a very bad paper.

608 Researcher: Ha so your writing was not very [good.]

609 Student C: [Ha ha] [yes.]

610 Researcher: That's [why.] O. K. Uh I'll I
 611 think I should fast forward it a little.

612 (They are laughing while Student A fast forwards.)

613 Researcher: Student A, wait a minute wait a minute. I think Student C is giving
 614 feedback on Student A's paper now ().

615 Student C: And I'm reading () Uh I'm reading (about) Student A's paper.

616 Researcher: Wait a minute. I'm sorry. I want to hear Student C's feedback.

617 (They are laughing and talking to each other while watching another scene from the
 618 third peer review session.)

619 Researcher: Please listen. (They go on laughing.) Please listen.

620 (They are laughing.)

621 Resarcher: O. K. What's going on there?

622 Student B: Uh Student A wants to uh wanted to show me that his introduction is
 623 good according to () (They are laughing.)

624 Researcher: O. K. yes Student C has a positive comment on Student A's paper
 625 (They all laugh.) and

626 Student B: Because I made negative comments on it (They all laugh) [he wants to]
 627 Student A: [No you]
 628 don't have negative comments. I uh complain about your introduction and uh to
 629 indicate uh to give an example as an example of my introduction uh against your
 630 introduction and uh (it accept) my introduction.

631 Researcher: So you show it as a sample.

632 Student A: Yes as a sample.

633 Researcher: As a successful [sample.]

634 Student A: [sample.]

635 Researcher: He is recommending that you read his [uh]

636 Student A: [Yes]

637 Student B: Yes

638 Researcher: Introduction paragraph. O. K. Let's go on.
 639 (They are laughing and talking to each other as they watch another scene from the
 640 third peer review session.)

641 Student A: (As they are watching) He interrupt our conversation.

642 Student B: Yes.

643 Student A: Student B interrupts.

644 Student B: I couldn't stop myself.

645 Student A: Yes.

646 Student B: It was a big mistake. (One side of the cassette ends here.)
 647 (They go on watching and laughing.)

648 Researcher: O. K. Now you are exchanging papers to read again. So let's fast
 649 forward please :: because there's silence when you're reading.
 650 (They are laughing while Student A is fast forwarding.)

651 Researcher: Let's see what are you discussing there?
 652 (They are laughing and talking to each other as they are watching another scene from
 653 the third peer review session.)

- 654 Researcher: O. K. So uh again what's going on here?
- 655 Student A: The his vocabulary problem. He has a vocabulary [problem.]
- 656 Student B: [(No you)]
- 657 [()]
- 658 Student A: [He didn't] know uh as a synonym of effect impact, influence.
- 659 Student B: No, you you used them in a wrong place. It was [I was]
- 660 Student A: [Noooo]
- 661 Student B: I knew the I knew the explanation of impact but I wanted to ask you
- 662 because uh it was not the place that he used it. He used it as uh impact as an another
- 663 word but I don't [uh.]
- 664 Student A: [I] don't want to repeat uh [()]
- 665 Researcher: [So did you like] so again you
- 666 couldn't agree.
- 667 Student B: We couldn't agree.
- 668 Researcher: And you didn't change, right?
- 669 Student A: Yes.
- 670 Student B: Right.
- 671 Researcher: You didn't change.
- 672 Student A: ()
- 673 Student B: Right.
- 674 Researcher: O. K. Maybe what could be the uh solution there? Could you have had
- 675 a dictionary maybe with you?
- 676 Student B: [Yes.]
- 677 Student A: [Yes.]
- 678 Student B: Maybe a teacher, maybe a dictionary could be.
- 679 Student A: Could be ()
- 680 Student B: Good for us, could help us. : So I think uh while we are making a
- 681 feedback, there should be a teacher. It's my opinion.
- 682 Researcher: O. K. let's fast forward a little bit if you like.
- 683 (They are laughing as Student A fast forwards.)
- 684 Researcher: You're again discussing here. Student A let's fast forward.
- 685 Student B: Yes please.

686 (Student C): (Yes.)

687 Student B: It's better.

688 Researcher: O. K.

689 Student A: We're still discussing.

690 Researcher: Could you please sit down?

691 Student B: Yes please :: Student A sit down please.

692 (They go on laughing and talking to each other as they are watching another scene.)

693 Researcher: So what's happening there?

694 Student B: Again discussion.

695 Researcher: Discussing but

696 Student A: We're still discussing.

697 Researcher: No, there something happened. What's his name, Student A used uh

698 Turkish right to explain something.

699 (Student C): Yes.

700 Student B: [It shows] that his English is not enough (). (They laugh.)

701 Student A: [()]

702 Researcher: No come on. [So] do you think you should use Turkish in uh the peer

703 Student A: [No]

704 Researcher: Feedback sessions or is it

705 Student A: I think this is a special word.

706 Researcher: Hı hı (means "uhuh" in Turkish)

707 Student A: (Word)

708 Researcher: Hı hı (means "uhuh" in Turkish). So is it uh sometimes

709 Student B: () yes of course [()]

710 Student A: (It is) beneficial [()]

711 Researcher: Would you have benefited more if you discussed in Turkish?

712 Student B: Yes. I think yes because uh sometimes while we're writing essays uh we

713 first think it in Turkish, then we write it but uh normally it makes it makes problem

714 in English. So sometimes we have to translate it in Turkish and then we have to

715 think together how it should be. So I think it makes problem and using Turkish

716 sometimes (is good).

717 Researcher: O. K. so [thank you very much.]

- 718 Student A: [()] Could you record my voice again?
719 Uh I want to say something ().
720 Researcher: Yes, it's on.
721 Student A: Thank you for all your attention and for your all help uh for us uh
722 according to us uh this is our view uh we want to uh thank you uh means teşekkürü
723 size bir [borç] (He is thanking me in Turkish.)
724 (Student B): [()]
725 Student A, B, and C: One two three Thank you.

