



**PEER FEEDBACK VS TEACHER FEEDBACK:
A COMPARATIVE CASE STUDY ON IMPROVING DISCOURSE
MARKERS IN LEARNERS' WRITING SKILLS**

MERVE KILIÇ

MASTER THESIS

DEPARTMENT OF ENGLISH LANGUAGE AND TEACHING

GAZİ UNIVERSITY

INSTITUTION OF EDUCATIONAL SCIENCES

AUGUST 2019

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren beş (5) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı: Merve

Soyadı: KILIÇ

Bölümü: İngilizce öğretmenliği

İmza:

Teslim Tarihi:

TEZİN

Türkçe Adı: Akran Dönütü Öğretmen Dönütüne Karşı: Öğrencilerin Yazma Becerilerinde Söylem Belirleyicilerini Geliştirmek Üzerine Karşılaştırmalı Bir Vaka Çalışması

İngilizce Adı: Peer Feedback vs Teacher Feedback: A Comparative Case Study on Improving Discourse Markers in Learners' Writing Skills

ETİK İLKELER UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Merve KILIÇ

İmza:

JÜRİ ONAY SAYFASI

Merve Kılıç tarafından hazırlanan “Peer Feedback vs Teacher Feedback: A Comparative Case Study on Improving Discourse Markers in Learners’ Writing Skills” adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans / Doktora tezi olarak kabul edilmiştir.

Danışman: Doç. Dr. Kadriye Dilek BACANAK

(İngiliz Dili Eğitimi, Gazi Üniversitesi)

.....

Başkan: Dr. Öğrt. Üyesi Zekiye Müge TAVİL

(İngiliz Dili Eğitimi, Gazi Üniversitesi)

.....

Üye: Dr. Öğrt. Üyesi Korkut Uluç İŞİSAĞ

(Mütercim Tercümanlık, Hacı Bayram Veli Üniversitesi)

.....

Tez Savunma Tarihi:/...../.....

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans / Doktora tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Selma YEL

Eğitim Bilimleri Enstitüsü Müdürü

.....

ACKNOWLEDGEMENTS

There are a lot of remarkable people I am indebted to in this thesis writing process. In the first place, I feel deeply grateful to my dear supervisor, Kadriye Dilek Bacanak, for her treasured support with her endless patience, priceless experience, feedback and motivating suggestions and criticism.

I also owe a debt of gratitude for my colleagues. First and foremost, I would like to show my appreciation to my friend Mustafa Torun who provided full support constantly and wholeheartedly. Also, I would like to thank my major motivators, Gülşah Tan, Erhan Tan, Zübeyde Savaş, and Asiye Doğan Uçar. Besides, my special thanks go to my dear friend Serap Erdal Bulut who shared her precious knowledge and help with me in spite of being so far away.

Most importantly, without my dear family's contribution I would have never completed this thesis. I am deeply indebted to my parents, Fatma Ertaştan and Celalettin Ertaştan, who were always dedicated; Sema Kılıç and Faruk Kılıç, who were always tactful. I want to thank my brothers, Melih and Mert, and my sister, Sennur. They were all encouraging family members who backed me up at everytime. Special thanks to my dearest cousin, Kübra Dal, for being beside me and motivating me all the time and assisting whenever I needed.

Lastly, I particularly owe a debt of gratitude to my beloved husband, Mehmet Şafak, for his endless support and love despite all the negativity I face up to.

**AKRAN DÖNÜTÜ ÖĞRETMEN DÖNÜTÜNE KARŞI:
ÖĞRENCİLERİN YAZMA BECERİLERİNDE SÖYLEM
BELİRLEYİCİLERİNİ GELİŞTİRMEK ÜZERİNE
KARŞILAŞTIRMALI BİR VAKA ÇALIŞMASI
(Yüksek Lisans Tezi)**

**Merve KILIÇ
GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Ağustos 2019**

ÖZ

Bu araştırma akran ve öğretmen dönütlerini karşılaştırıp İngilizceyi yabancı dil olarak öğrenen öğrencilerin yazılarındaki söylem belirleyicileri üzerinde ne kadar etkili olduklarını ortaya çıkarmayı ve öğrencilerin akran ve öğretmen dönütü hakkında ne düşündüklerini öğrenmeyi amaçlamıştır. Bu hem nicel hem de nitel olan araştırma Erciyes Üniversitesi İngiliz Dili ve Edebiyatı bölümü hazırlık sınıfında okumakta olan 21 öğrenci ile yürütülmüştür. Öğrenciler aynı düzeltme sembolleri kullanılarak biri akranları tarafından biri de öğretmenleri tarafından düzeltilmiş iki farklı fikir paragrafı yazmışlardır. Daha sonra, her dönüt sonrası yeniden yazılan yazılar söylem belirleyicilerin ne kadar geliştiğini ve hangi dönüt türünün daha etkili olduğunu anlamak üzere analiz edilmiştir. Ayrıca, akran ve öğretmen dönütleri hakkındaki görüşlerini öğrenmek üzere öğrencilerle sözlü görüşmeler yapılmıştır. Araştırmanın sonuçları öğretmen dönütüyle karşılaştırıldığında daha düşük kalitede olmasından dolayı akran dönütünün öğrencilerin yazılarındaki söylem belirleyiciler üzerinde çok az etkisi olduğunu ortaya koymuştur. Dolayısıyla, öğretmen dönütü söylem belirleyicileri geliştirmede akran dönütünden daha etkilidir. Sözlü görüşme sonuçlarına

göre, öğrenciler öğretmen dönütünü tercih etmelerine rağmen akran dönütü konusunda negatif düşünmemiş, yazma becerisini öğrenme sürecinde ondan da faydalanmayı istemişlerdir.

Anahtar Kelimeler : Yazma becerileri, akran dönütü, öğretmen dönütü, söylem belirleyiciler
Sayfa Adedi : 98
Danışman : Doç. Dr. Kadriye Dilek BACANAK

**PEER FEEDBACK VS TEACHER FEEDBACK:
A COMPARATIVE CASE STUDY ON IMPROVING DISCOURSE
MARKERS IN LEARNERS' WRITING SKILLS
(M.S. Thesis)**

**Merve KILIÇ
GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
August 2019**

ABSTARCT

This research aimed to compare and reveal how effective peer and teacher feedback on discourse markers in Turkish EFL learners' writing texts and figure out learners' points of view about peer and teacher feedback. This both quantitative and qualitative case study was conducted with 21 students studying at Erciyes University English Language and Literature department prep class. Students were asked to write two different opinion paragraphs, one edited by peers and the other by teachers using the same correction symbols. Then, after each feedback, the revised texts were analysed to see how much discourse markers were improved, and which feedback type was more effective. Also, students were interviewed to see their perspectives about both peer and teacher feedback. The results of the study revealed that peer feedback has very little effect on improving discourse markers in students' writing texts because of its low quality compared to teacher feedback. Therefore, teacher feedback is more effective than peer feedback for improving discourse markers. Interview results showed that students were in favour of teacher feedback because it is accurate and reliable; however, they did not feel negative about peer feedback and wanted to make use of it in their writing learning process.

Key Words : Writing skills, peer feedback, teacher feedback, discourse markers

Page Number : 98

Supervisor : Assoc. Prof. Dr. Kadriye Dilek BACANAK

TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU	i
ETİK İLKELER UYGUNLUK BEYANI.....	ii
JÜRİ ONAY SAYFASI.....	iii
ACKNOWLEDGEMENTS.....	iv
ÖZ	v
ABSTARCT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
Background of the Study.....	1
Problem of the Study	2
Aims of the Study.....	3
Research Questions of the Study	4
Significance of the Study	5
Premises	5
CHAPTER II	6
REVIEW OF LITERATURE	6
Discourse.....	6
Cohesion and Deixis	7
<i>Reference and Deixis</i>	7
<i>Person Deixis</i>	8
<i>Spatial Deixis</i>	8
<i>Temporal Deixis</i>	8

<i>Discourse deixis</i>	9
<i>Social Deixis</i>	9
Cohesive Devices	9
<i>Reference</i>	<i>10</i>
<i>Substitution</i>	<i>11</i>
<i>Ellipsis</i>	<i>11</i>
<i>Conjunction</i>	<i>12</i>
<i>Lexical Ties</i>	<i>13</i>
Writing as a Language Skill	14
Student Writing Approaches	16
<i>Process and Product</i>	<i>16</i>
<i>Genre Approach</i>	<i>17</i>
<i>Writing as a cooperative activity</i>	<i>18</i>
Teachers' Tasks in Process of Writing	18
<i>Demonstrating</i>	<i>18</i>
<i>Motivating and Provoking</i>	<i>18</i>
<i>Supporting</i>	<i>19</i>
<i>Responding</i>	<i>19</i>
<i>Evaluating</i>	<i>19</i>
Feedback	20
Mistakes	20
<i>L1 interference</i>	<i>20</i>
<i>Developmental errors</i>	<i>21</i>
Ways of Reacting to Learners' Writing	21
<i>Responding</i>	<i>22</i>
<i>Ways of Responding to Learners' Work</i>	<i>23</i>
<i>Correcting</i>	<i>24</i>
<i>Ways of correcting students' work</i>	<i>24</i>
Oral Feedback	28
Peer Feedback	28

<i>Training students to peer edit, self-edit and self-correct</i>	<i>30</i>
<i>Finding mistakes.....</i>	<i>31</i>
<i>Understanding correction symbols.....</i>	<i>31</i>
<i>Removing symbols gradually.....</i>	<i>31</i>
<i>Types of Peer Feedback</i>	<i>32</i>
<i>Classic Peer Editing</i>	<i>32</i>
<i>Silent Editing</i>	<i>32</i>
<i>Booklet Editing</i>	<i>33</i>
<i>Slice and Dice.....</i>	<i>33</i>
<i>Coloured Pencils/ Highlighters.....</i>	<i>33</i>
<i>Post Teacher Check.....</i>	<i>33</i>
<i>Reader-Response Editing</i>	<i>33</i>
<i>Computer Editing</i>	<i>34</i>
Error Analysis	34
Error correction	35
Error detection and correction techniques	37
Editing strategies and techniques	37
<i>Reading Aloud.....</i>	<i>38</i>
<i>Slow-down Techniques.....</i>	<i>38</i>
<i>Word Processing Grammar Checkers</i>	<i>38</i>
Teacher Feedback on Errors.....	38
Research on Effects of Peer and Teacher Feedback in Writing Process	39
CHAPTER III.....	44
METHODOLOGY.....	44
Research Design	44
Participants.....	46
Data Collection Procedure	47
Data Collection Tools.....	47
Data Collection Procedure	48
<i>Peer Feedback Training.....</i>	<i>48</i>
<i>Placement Test.....</i>	<i>48</i>
<i>Instruction Process.....</i>	<i>48</i>

<i>Peer Feedback</i>	49
<i>Teacher Feedback</i>	50
<i>Interviews</i>	51
Data Analysis Procedure	52
Limitations of the Study	52
CHAPTER IV	54
RESULTS & DISCUSSION	54
Does Peer Feedback Have an Effect on Discourse Markers Used by Pre-Intermediate Level Learners in Writing?.....	54
Is Peer Feedback Qualified Enough to Detect Discourse Marker Related Errors?	54
<i>Before Peer Feedback</i>	54
<i>Quality of Peer Feedback</i>	58
How Much of the Peer Feedback is Received by the Students?	61
How Much of the Errors are Corrected After Peer Feedback?	64
Does Teacher Feedback Have an Effect on Discourse Markers Used by Pre-intermediate Level Learners in Writing?	66
How Much of the Teacher Feedback is Received by the Students?	66
<i>Before Teacher Feedback</i>	66
How Much of the Errors are Corrected After Teacher Feedback?	73
Is Peer Feedback as Effective as Teacher Feedback to Improve Discourse Markers in the Writing of Pre-intermediate Level Learners?	75
What are the Attitudes of the EFL Learners towards Peer and Teacher Feedback in the Writing Process?	75
Positive Attitudes towards Peer Feedback.....	75
Negative Attitudes towards Peer Feedback	76
Positive Attitudes towards Teacher Feedback	79
Negative Attitudes towards Teacher Feedback.....	80
CHAPTER V	83
CONCLUSION	83

Interpretation of the Main Results.....	83
Pedagogical Implications of the Study	86
Recommendations for Future Studies.....	87
REFERENCES	88
APPENDICIES.....	93
Appendix A: Correction Symbols.....	94
Appendix B: Peer Edited and Revised Student Paper Samples	95
Appendix C: Teacher Edited and Revised Papers.....	97

LIST OF TABLES

Table 1 <i>Table of Conjunction Categories 1</i>	12
Table 2 <i>Table of Conjunction Categories 2</i>	13
Table 3 <i>Correction Symbols</i>	25
Table 4 <i>Conjunction Errors Before Peer Feedback</i>	55
Table 5 <i>Pronoun Errors Before Peer Feedback</i>	56
Table 6 <i>Definite Article Errors Before Peer Feedback</i>	57
Table 7 <i>Phoric Adverb Errors Before Peer Feedback</i>	58
Table 8 <i>Quality of Peer Feedback in Conjunction Errors</i>	59
Table 9 <i>Quality of Peer Feedback in Pronoun Errors</i>	60
Table 10 <i>Quality of Peer Feedback in Definite Article Errors</i>	60
Table 11 <i>Quality of Peer Feedback in Phoric Adverb Errors</i>	61
Table 12 <i>Revised Conjunction Errors</i>	61
Table 13 <i>Revised Pronoun Errors</i>	62
Table 14 <i>Revised Definite Article Errors</i>	63
Table 15 <i>Revised Phoric Adverb Errors</i>	63
Table 16 <i>Conjunction Errors After Peer Feedback</i>	64
Table 17 <i>Pronoun Errors After Peer Feedback</i>	64
Table 18 <i>Definite Article Errors After Peer Feedback</i>	65
Table 19 <i>Phoric Adverbs Errors After Peer Feedback</i>	65
Table 20 <i>Conjunction Errors Before Teacher Feedback</i>	66

Table 21 <i>Pronoun Errors Before Teacher Feedback</i>	68
Table 22 <i>Definite Article Errors Before Teacher Feedback</i>	69
Table 23 <i>Phoric Adverbs Errors Before Teacher Feedback</i>	70
Table 24 <i>Revised Conjunction Errors After Teacher Feedback</i>	70
Table 25 <i>Revised Pronoun Errors After Teacher Feedback</i>	72
Table 26 <i>Revised Definite Article Errors After Teacher Feedback</i>	72
Table 27 <i>Revised Phoric Adverb Errors After Teacher Feedback</i>	73
Table 28 <i>Conjunction Errors After Teacher Feedback</i>	73
Table 29 <i>Pronoun Errors After Teacher Feedback</i>	74
Table 30 <i>Definite Article Errors After Teacher Feedback</i>	74
Table 31 <i>Phoric Adverbs Errors After Teacher Feedback</i>	74

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
L1	First Language
ESL	English as a Second Language
MOOCs	Massive Open Online Courses
L2	Second Language
ESP	English for Specific Purposes
NAEP	National Assessment of Education Progress

CHAPTER I

INTRODUCTION

This chapter aims to present the motive of the study. To be able to do that first of all, the background of the study is introduced. After that, the problem of the study related to the English as a Foreign Language (EFL) writing and feedback are discussed. Then, the aim and significance of the study are suggested. Finally, the premises of the study are mentioned.

Background of the Study

Psycholinguist Eric Lenneberg (1967) defines writing as something that people can learn only if they have a literate social environment, or someone teaches them. He also states that it is completely different from the other skills like walking and talking which are learned by human beings universally. That is why everyone can walk or talk but cannot write (p.623-636). Writing basically differs from oral skills because it is visual; it differs from receptive skills because it is productive; and differs in the way it is performed and communicates (Ur, 2012, p.150). Writing process, with its permanence and distance, which is about the audience and the language needed accordingly, combined with its particular rhetorical structures is completely different from the other productive language skills. Writing task is the outcome of thinking, drafting, and revising some specialized skill-based procedures (Chen, 2005 as

cited in Brown 2007, p. 391-413). Although writing process is the same for individuals' first language (L1), and EFL and English as a Second Language (ESL) learners, it is mostly more burdensome for EFL and ESL learners since they are less fluent, less accurate, and less efficient while thinking, drafting, and revising (Silva, 1993, p. 657-677).

As it is obvious that writing cannot be naturally acquired, it needs to be methodically taught (Ur, 2012, p.151). A lot of approaches are used in and outside the class for practicing writing skills like product or process and genre approach. As the other language skills like reading, listening, and speaking, writing is always in the syllabus while teaching English for numerous purposes such as practicing grammar, or mastering the writing ability of the learners in an effective way, as well (Harmer, 2008, p.31-42). Teachers must lavish enough attention on teaching and ensuring that their text is organized and coherent by editing and rewriting (Ur, 2012, p.151). To help learners become better at writing skill, teachers have a lot of important tasks which must be performed before, during, and after writing process. Teachers need to demonstrate, motivate, provoke, support, respond and evaluate. Peer feedback is a treasured element in the writing process. With the help of the peer feedback, learners can work collaboratively. It is also less strict than teacher feedback, and it might help learners to see teachers as collaborators instead of evaluators (Harmer, 2008, p.31-42). Therefore, providing efficient feedback to writing learners is very crucial.

Problem of the Study

As a popular writing process activity, usefulness of peer feedback has been discussed a lot and so many different perceptions have been presented. Some have asserted that learners raise their consciousness of their errors (Berg,1999, p.215-241), get more courage and language skills (Byrd, 2003, p.434-441: Min, 2006, p.118-141). Others have indicated that peer feedback could not provide revision by reason of inadequate details and explanations (Tsui & Ng, 2000, p.147-170: Wang, 2014, p.80-96) because learners are inefficient in language use themselves (Allai and Connor, 1990 cited in Diab, 2010, p.85-95). Some stated

that when teachers do not state and model the method of giving feedback, students will provide surface-level correction. Yet, teachers can focus on training learners for implementing of peer feedback and guide them to concentrate on specific features of writing tasks (Becker, 2006, p.25-49; Leijen, 2014, p.167-183). Comer, Clark and Canelas (2014) also revealed that peer feedback in the context of large-scale Massive Open Online Courses (MOOCs) differed across disciplines in terms of higher and lower-order attention in peer feedback (p.27-57).

From the psychological viewpoint, it was stated that second language (L2) learners gain self-confidence while writing (Tsui & Ng, 2000, p.147-170) and find the learning environment less threatening (Ghahari & Sedaghat, 2018, p.9-20), which was also approved by Hu & Lam, 2010; Jacobs et al, 1998; Yang et al, 2006; Zhao, 2010 cited in Lee, 2015 (p.1-10). Ghahari and Sedaghat (2018) added that even the students who had negative feelings about peer feedback previously were thinking positively after some peer feedback activities (p.9-20). However, for some learners, teacher comments were more accurate and high quality than their peers' (Hu & Lam, 2010; Jacobs et al, 1998; Yang et al, 2006; Zhao, 2010 cited in Lee, 2015, p.1-10). Also, some learners felt unmotivated and disappointed when their peers did not provide feedback sincerely (Wang, 2014, p.80-96).

Consequently, peer feedback is a very popular, but confounding activity in the writing process. Although there have been so many studies about learners' perspective, very little is known about the quality and supplements of peer feedback. It is also vital to see whether the peer feedback helps learners improve the quality of their language use while writing through certain language and text structures in Turkish EFL learners' context.

Aims of the Study

The present study has some goals to reach. First of all, it aims to analyse the effectiveness of peer feedback on a certain language structure in text use. The study means to provide editing training to the EFL learners and examine their peer editing activities on the first drafts

of their writing performance through discourse markers. To check the quality of the feedback, discourse markers might be a good source since the research of Aysu (2017) illustrated that even elementary level learners are in tendency of using discourse markers in their writings. It is seen that the discourse markers used frequently by the learners are “and, but, because, then, so, also, too” and “still” which were also commonly used in their native language Turkish (p.132-138). Moreover, coherence in a text is generated by discourse markers when the topic is maintained the text which is bound together meaningful and coherent units (Hatch, 2001, p.209). Then, the study aims to analyse the effectiveness of teacher feedback on discourse markers in EFL learners’ written texts to compare with peer feedback. Lastly, the study intends for learning about the perspectives of the EFL learners upon peer feedback and teacher feedback.

Research Questions of the Study

Regarding the problems of the study, the following questions are asked to be answered by means of present study analysing the effectiveness of peer and teacher feedback and the perspectives of the EFL learners on them.

- I. Does peer feedback have an effect on discourse markers used by pre-intermediate level learners in their writing?
 - a. Is peer feedback qualified enough to detect discourse marker related errors?
 - b. How much of the peer feedback is received by the students?
 - c. How much of the errors will be corrected after peer feedback?
- II. Does teacher feedback have an effect on discourse markers used by pre-intermediate level students in their writing?
 - a. How much of the teacher feedback is received by the students?
 - b. How much of the errors will be corrected after teacher feedback?

- III. Is peer feedback as effective as teacher feedback to improve discourse markers in the writings of pre-intermediate level learners?
- IV. What are the attitudes of the EFL learners towards peer and teacher feedback in the writing process?

Significance of the Study

The present study has some reasons to be significant. Initially, it is one of the early studies about peer feedback and the use of discourse markers conducted in Turkey with university level EFL learners. Secondly, since there have been few studies conducted about the quality of the peer feedback, it is going to contribute to the field providing the necessary information. Lastly, it provides some beneficial implementations for language teachers teaching the use of discourse markers for the reason that coherence and cohesion are very crucial for improving writing skills.

Premises

In this current study, it is predicted that;

- a. The data collection tools as students' writing tasks and interview questions will reveal the efficiency of the peer and teacher feedback and students' viewpoints about feedback activities.
- b. The chosen genre and the topics for writing tasks are appropriate to reveal the efficiency of the feedback activities,
- c. Participants answered the interview questions sincerely,
- d. Overall, methodology is appropriate to reach the goals and correct analysis.

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of a detailed review of literature under four subtitles. For the beginning, discourse in texts and cohesive devices are explained as the framework of the present study for analysis of the feedback types. Then, writing as a language skill and the way it is taught are introduced. After that, teacher and peer feedback in the writing process are explained. Lastly, as the analysis focus of the study error analysis is reviewed.

Discourse

For many linguists, “discourse” is defined as anything beyond the sentence and to study discourse, it is needed to study the language (Hamilton, Schiffirin and Tannen, 2011, p.1). While forming discourse, discourse knowledge and strategies of speaking or writing are associated, and relevant contextual assistance is utilized. While interpreting discourse, discourse knowledge and strategies of listening or reading are associated, and prior knowledge on assessment and context are relied on (Olshtain and Celce Murcia, 2011, p.707-722).

Brown and Yule (1983) suggested that (p.1);

The analysis of discourse, is necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent

of the purposes or functions which these forms are designed to serve in human affairs. Discourse analysis has come to be used with a wide range of meanings which cover a wide range of activities. It is used to describe the activities at the intersection of disciplines as diverse as sociolinguistics, psycholinguistics, philosophical linguistics, and computational linguistics.

Hamilton, Schiffrin, and Tannen (2011) state that while creating discourse through a written text, the writer has responsibility for establishing a well-written text with coherence and cohesion by considering the possible reader's background knowledge. Therefore, a very well-written text features two important characteristics, coherence and cohesion, which enables the interpretation of the reading process. Coherence is the feature which text has based on world knowledge, experience, culture, or convention. Coherence guides the reader to respond properly to the writer's plan whose sequence and structure are culturally and conventionally acceptable. Coherence in discourse is maintained through meaningful, coherent units (p.1-7). Yet, sometimes the connections might not be overt. To make the discourse overt, there is a wide range of cohesive markers, which make the connection between the sentences of discourse (Hatch, 2001, p.209).

Cohesion and Deixis

Cohesion indicates the features which contribute to a text's unity and connectedness. Cohesion is identified in a text with the help of devices and ties which are language elements to establish a larger text (Hamilton, Schiffrin and Tannen, 2011, p.36).

Reference and Deixis

Hatch (2001, p.209-210) states that linguistic markers are very important to understand the meaning because they point specific functions much of in a given discourse context.

“For example, consider the following note, pinned on a professor's door: ‘sorry I missed you. I'm in my other office. Back in an hour.’”

When it is not known who the note is for, what time the professor wrote the note, or where the other office is, hardly can the message be interpreted. The terms that are not interpreted without the necessary context are called as deixis which means “identification by pointing”. These terms refer to oneself, to others, to objects around. They locate actions in a time frame. Also, they point social relationships, locate the parts of a text and their relation to other parts. So, they are mainly pronouns, demonstratives, certain time and place adverbs, some verbs of motion, and even tenses. In other words, these words are not simply explained in a dictionary since their meanings depend on context for interpretation.

As cited in Hatch (2001, p.209-221), Levinson (1983) named deictic markers under five headings as person, place, time, discourse, and social.

Person Deixis

Person deixis grammatically indicates to the participant roles in a speech event. First person indicates to the speaker’s self; second person indicates to the addressee(s), and third person indicates to others except for the speaker and the addressee.

Spatial Deixis

Spatial deixis shows the relationship between the space and the location of the participants in the discourse mostly with a distinction as close to speaker or away from the speaker such as demonstratives this or that; adverbs here or there; phrases in front or out back, etc.

Temporal Deixis

Temporal deixis indicates to the time of speaking such as now, then, tomorrow, yesterday, etc. When units are not clearly defined in terms of definite relation to the moment of speech, confusion may occur. For instance, “next week” may be confusing if the day which is at the

moment of speaking is not known. Therefore, when the time of the action is defined clearly, it becomes more credible.

Discourse deixis

Discourse deixis is to check reference in the advancing discourse. When large chunks are spotted in the discourse itself, phrases like “in the following unit” or pointers like “this/that” are used to indicate to them. With the pointers “this/that” the distance is not only physical but also, a matter of main focus of the chunks. If the idea is strongly identified, it is close, and it is appropriate to use “this”. When the idea lacks adjustment, it is more appropriate to use “that”.

Social Deixis

Social deixis indicates social relationships between speakers and the audience. Honorifics, titles of address, vocatives, and pronouns are seen in this category. Social deixis is described under two categories: Absolute which is used for social roles like “Mr. President” for the president of the USA, and relational which refers to the relation in between the speaker and the addressee like “my husband”. Social deixis is important in terms of identifying the proper, respectful relationships in discourse.

Cohesive Devices

Cohesive devices are used to link pieces of text together to accomplish the coherence of the text. Halliday and Hasan (1976, p.238-239) introduce five types of grammatical cohesive ties as reference, substitution, ellipsis, conjunction, and lexical ties.

Reference

According to Halliday and Hasan (1976, p.238-239) pronouns, demonstratives, and comparatives are used for grammatical reference to avoid repetition.

Pronouns are used to link some certain nouns in the text. They are categorized as anaphoric and cataphoric ties. Anaphoric means that the pronoun refers to a noun which is mentioned previously in the context.

“Eg. If the buyer wants to know what is covered by the guarantee, “he” has to read the fine print and consult a lawyer. (“he” refers to the buyer which is mentioned previously.)”

Cataphoric means that the pronoun refers onward to the noun.

“Eg. John asked him to sing, and so Bill sang. (“him” refers to “Bill” which comes after the pronoun)”

Demonstratives are also used for reference to tie the pieces of text as either anaphoric or cataphoric.

“Eg. Magic Motor’s special sale is February 14: If you are buying a car, you should know about “this”. Demonstrative “this” here refers to not a noun, but to a larger expression cataphorically.”

“Eg. “This” is why Esprit is a leader in sports fashion. Here, it is considered that the referent has already been formed as “this” which is anaphoric.”

A comparative structure can also be a referent in a context mostly as anaphoric. For instance, “I’d like more”. Comparatives might also be cataphoric which is very unlikely.

Martin (1976 as cited in Gutwinski 2011) suggests a remarkably similar framework which agrees with the pronouns, demonstratives, and comparatives, also adds definite article and phoric adverbs (p.57).

Definite article “the” is also used as referent in discourse and it can be anaphoric, associative anaphoric, immediate situational, or larger situational. (Lyons, 1999, p.3-4)

Eg. *An old man, two women, and several children were already there when I arrived.

-Did you recognize the old man? (“the” -anaphoric)

I had to get a taxi from the station. On the way the driver told me there was a bus strike. (“the” driver is associated to a taxi- associative anaphoric)

Put these clean towels in the bathroom, please. (“the” bathroom -immediate situational)

The moon was very bright last night. (“the” moon- larger situational)

Phoric adverbs such as there, here, now, or then are also introduced as referent.

“Eg. We went into the house. There we found John. (“there” refers to the house)

The doctor didn’t arrive until early in the morning. Then it was already too late. (“then” refers to early in the morning) (Gutwinski, 2011)

Substitution

Unlike reference, substitution indicates to a group of items for nominals, verb groups, and clauses. Since they tie the marker and the group together, they construct more cohesive texts.

“Eg. Do you want the blankets? Yes, I’ll take one. (“one” substituted for “blankets”)- nominal

Did you sing? Yes, I did. (“did” substituted for “sang”)-verbal

The blankets needed to be cleaned. Yes, they did. (“did” substituted for “needed to be cleaned”)-clausal” (Halliday and Hasan, 1976 as cited in Hatch, 2001, p.224-225)

Ellipsis

Ellipsis is the “zero” tie which is not said in the discourse. It can be nominal, verbal, or clausal as substitution.

“Eg. They are small; take two. (cookies-nominal)

Were you typing? No, I wasn’t. (typing- verbal)

I don’t know how to work this computer. I’ll have to learn how. (to work the computer-clausal)” (Halliday and Hasan, 1976 as cited in Hatch, 2001, p.225)

Conjunction

Conjunctions are used to connect the clauses so that the relation between the clauses can be interpreted coherently. According to the discourse type wanted to be created, different cohesive conjunctions are used. Also, there is no one conjunctive for only one function, and the relations are categorized in several ways by different views. (Halliday and Hasan, 1976) Halliday and Hasan (1976) and Brown and Yule (1983) explain them as in *Table 1*.

Table 1

Table of Conjunction Categories 1

additive	and, or, furthermore, similarly, in addition
adversative	but, yet, however, on the other hand, nevertheless
casual	so, consequently, for this reason, it follows from this
temporal	then, after that, an hour later, finally, at last

Halliday and Hasan (1976) and Brown and Yule (1983, p.191)

Halliday and Hasan (1976, p.238-239) illustrate the categories with the sentences:

For the whole day he climbed up the steep mountainside, almost without stopping,

- a. and in all this time he met no one. (additive)
- b. yet he was hardly aware of being tired. (adversative)
- c. so by night time the valley was far below him. (casual)
- d. then, as dusk fell, he sat down to rest. (temporal)

However, there is not one and only way of explanation and classification of discourse connectives. Winter (1971 as cited in Hatch 2001, p.225) categorized the conjunctions according to their frequency in the scientific texts.

“Logical sequence: thus, therefore, then, thence, consequently, so

Contrast: however, in fact, conversely

Doubt/certainty: probably, possibly, indubitably

Noncontrast: moreover, likewise, similarly

Expansion: for example, in particular”

Quirk et al. (1985) divide conjunctive roles into seven including some subdivisions as illustrated in *Table 2*.

Fraser (1999, p.947-949) categorizes the discourse markers as: contrastive markers (but, however, whereas, etc.), elaborative markers (and, also, besides, etc.), inferential markers (so, of course, as a result, etc.). He adds subcategories as reason markers (after all, because, for this reason, etc.) and topic relating markers (incidentally, with regards to, etc.).

Table 2

Table of Conjunction Categories 2

Listing	Enumerative		Additive	
	firstly, secondly, etc.		Equative Reinforcing	
Summative	altogether, further, also, moreover, etc			
Appositional	namely, for example, that is, etc.			
Resultive	accordingly, hence, therefore, so, etc.			
Inferential	otherwise, then, in that case, etc.			
Contrastive	Reformulatory	Replacive	Antithetic	Concessive
		rather	on the other hand	
Transitional	Discoursal		Temporal	
	by the way, by the by, etc.		eventually	

Quirk, Greenbaum, Leech and Svartvik (1985, p.634-640)

Lexical Ties

To strengthen the text cohesion, either short or large pieces of discourse can be tied via repetition, synonyms, superordinates, general words, or simply by collocations (Hatch, 2001, p. 209-221)

Repetition: Sue is in the “race” on Saturday. Everyone believes that she or Tamara will win the “race”.

Synonym: Sue hopes to set a “PR”. Her “personal best” is still 1.2 seconds off the 10K age-group record.

Superordinate: She will win a “trophy”. The “prize” won’t mean as much to her as a new PR.

General Word: The “runner” needs to be well prepared to be competitive in this race.

Collocation: Great “time”! A new PR! For a “minute” I couldn’t believe the race “clock”.

Writing as a Language Skill

Although as a productive skill writing is similar to speaking and connected to receptive skill reading, it is basically very different from the other language skills with the way it is produced and how it communicates. It is different from speaking because it is permanent and dense. Writing can be reread or rewritten several times. Also, it requires more time and effort to write with less redundancy rather than speaking. Writing is not simultaneous like listening or speaking since it is time-independent which means it does not have to be read in the time it is written. The audience does not physically there as you have them face to face while speaking. It is not used as real-life skill as much as the others because it is slower with its more conventional standards of usage, and most significantly, it is not acquired intuitively like the other skills (Brown, 2007, p.390; Ur, 2012, p.150-151).

Writing emboldens learners to concentrate more on the accuracy of the language they will produce. They benefit from grammar books or reference materials, and dictionaries to be able to develop their writing skills according to target genres and register. Different writing constructions such as letters, stories, advertisements, etc are named as genres, and related vocabulary in genres to be used in the text is named as register. Register is about the appropriate topic vocabulary as well as the tone of the text in terms of being formal or informal. While providing genres for the learners to practice their language skills, the genre trap may be a hinder since students might think that they have to imitate the provided data. Even though it seems like it may cause reproduction of the same text, it might be solved by providing a variety of examples with individual differences so that students might concentrate more on the variety of the language rather than repeating the sample like language obediently (Harmer, 2008, p.31-42).

Harmer (2008) also states that students have to learn how to write with registers in numerous genres while improving language use in general as well. Moreover, students need to have some writing aim. According to their learning purposes, the genre and register will change.

There are three main purposes of learning English: ESL, EFL, and English for specific purposes (ESP).

ESL: This term refers to the immigrants or refugees who are exposed to the target language in its community and need to write in English so as to fill in the necessary forms or, write particular letters or e-mails depending on their circumstances (Harmer, 2008, p.31-42). Students come from varied cultural and language backgrounds. Their linguistic practices might differ in their culture therefore, teachers need to understand their linguistic background to help them benefit their knowledge efficiently (Hyland, 2007, p.148-149).

EFL: This term is for the students who need general English at schools in their home country. For these students, it is more useful to have a list of general writing purposes. With adult learners it will be more difficult to identify writing tasks according to their individual needs depending on their backgrounds and professions. Therefore, it is important to focus on the reasonable tasks which most speakers of English might perform in their lives. These tasks will be partly real purpose tasks and partly invented purpose tasks.

ESP: This term indicates to students who need English for specific purposes. For instance, nurses who are going to work in Britain or the USA, need English for their jobs, so they might specifically need to know how to write patient record in English. Another example is that the students who need to know how to write in English for academic purposes because they study at an English medium university (Harmer, 2008 p.31-42). In this case, the need for writing can vary as fill-in-the-blank activities using short language units, short paragraphs, reports and a research paper as a whole. (Brown, 2007, p.391-413)

Real purpose tasks are most likely to predict that learners will need such as formal and semi-formal letters. So, teachers may have their students practice the language through letters. Unlike real purpose tasks, learners will probably never be in the need of invented tasks in their English-speaking lives. For instance, writing letters to problem pages of an imaginary magazine and replying to the other learners' letters as 'agony aunts' will not happen in real life. However, this might help them promote genre-analysing habits, and feel more positive

about writing skill (Harmer, 2008 p.31-42). Ann Raimes (1991 as cited in Brown, 2007, p.395-396) real purpose writing happens when the reader asks for information genuinely because he or she does not know the answer. Yet, in most of the academic contexts, writing occurs as an unreal task, which is basically to display the knowledge of the learner. Especially in the ESL environment, there is more need for content, theme, or task- based real writing tasks. However, unreal writing is not simply useless. Students can learn writing as a skill and benefit for academic search (Brown, 2007, p.395-396).

Moreover, learners might also develop exam writing skills. Some exams are just for the integrative language abilities, which test the grammar, proper vocabulary, and coherent organization. Discrete test items, on the other hand, test only one skill ‘writing for writing’. Creative writing tasks in which the imagination is freely used are like invented purposes, as well. For example, teachers can ask learners to write stories, poems, journals, or dramatic scenarios. Although learners will find this challenging because of their language use limitations, it can also motivate learners to demonstrate their work on noticeboards or school magazines, etc. So that not only the teacher, but also a wider audience can read it (Harmer, 2008, p.31-42).

Student Writing Approaches

There have been so many approaches in teaching writing process. These approaches can be listed as process and product approach, genre approach, and writing as a cooperative activity according to the focus of the writing process.

Process and Product

While teaching writing skills, either the writing product or the writing process can be focused. Product-based approach focuses on the aim of the task in the end (Harmer, 2001, p.108-119). Product based compositions match certain standards of rhetorical rules with

correct grammar and are organized in harmony with the audience's conventional expectations. So, the attention will be on content, organization, vocabulary and grammar use, and spelling and punctuation conventionally (Brown, 2007, p.391-413).

Process approach focuses on the varied stages of the task go through such as pre-writing, editing, redrafting, and finally publishing. The stages of process writing can be complex in terms of time order since it might be necessary to go backward to check the pre-writing stage or move forward to edit some parts of the text while drafting. According to White and Arndt (1991 as cited in Harmer, 2001, p.326) process writing has interrelated stages as drafting, structuring, reviewing, focusing, generating new ideas and evaluation. The disadvantage of the process writing is about taking so much time at every stage of the writing task. Also, especially classroom time is limited, it seems not appropriate to apply in the writing classes (Harmer, 2001, p.326-327).

Genre Approach

Genres are defined as “resources for getting things done using language: they represent a repertoire of responses that we can call on to engage in recurring situations” by Hyland (2004, p.54). In this approach, learners study the example texts based on a specified genre for a while and try to write their own text with the help of the data they collected through examples. For instance, when the teacher wants them to write business letters, he or she first has learners study some regular models of such letters focusing on the peculiar vocabulary and grammar structures. In the end, learners form their own letters with the help of the structure they studied (Harmer, 2001, p.327). Harmer also adds that learners are not asked to duplicate models yet, it would not be right to make them write genre-based texts without any example.

Writing as a cooperative activity

The teacher might ask learners to write in groups in both process and genre-based writing tasks. As Boughey (1997 cited in Harmer, 2001) suggested, this type is really beneficial for not only for the learners, who could have extensive ideas they might not have individually but also for the teachers, who could give more accurate and effective feedback rather than so many individual learners. Group writing could be applied to research and discussion process, and peer evaluation besides the writing process (Harmer, 2001, p.328-329).

Teachers' Tasks in Process of Writing

In this challenging process, teachers have crucial tasks to make learners better writers. Harmer (2008) states them as following (p.31-42):

Demonstrating

Teachers must draw learners' attention to the writing rules, and genres of specific type of writing. So that the learners will be aware of the layout or the language which is to be performed for a specific writing activity.

Motivating and Provoking

While writing, learners suffer from finding ideas and lose their motivation to write. Teachers must encourage them with some pre-prepared suggestions to write when learners get stuck. Learners might be motivated with the prewriting activities in which they complete the tasks on the board, or join the jumbled texts, and discuss the ideas as a class. Teachers might also give the words so that learners can go on writing.

Supporting

Teachers must be always available while learners writing in class and be supportive whenever they need help with ideas or accomplishing them.

Responding

Teachers react to the learners' writing papers in two ways: responding and evaluating. Responding is supportively making suggestions for content and construction to improve it. This happens when there is process writing since the teacher does not grade the paper as a completed task but informs the learner how well it is improving so far. Instead of using correction symbols on paper, the teacher makes some comments about the use of language such as saying, 'Be more careful with the past tenses.'

Evaluating

Teachers evaluate learners when they both want to learn how well they are and how much they achieved according to standards such as progress or achievement tests. While evaluating, teachers inform learners how well they wrote, where they made mistakes, and award grades. Although this is not same as responding, teachers still can ask learners to reform and put their task into right form instead of placing them into files without looking again.

Brown (2007) also listed some principles for teaching writing as following (p.391-413:

- Incorporate practices of good writers
- Balance process and product
- Account for cultural literary backgrounds
- Connect reading and writing
- Provide as much authentic writing as possible
- Frame your techniques in terms of pre-writing, drafting, and revising stages
- Strive to offer techniques that are as interactive as possible
- Sensitively apply methods of responding to and correcting your students' writing

- Clearly instruct students on the rhetorical, formal conventions of writing

Feedback

Feedback is the most intimate instruction possible in the learning process (Sackstein, 2017, p.11-16). The assessment of a learner can be linked to the action after the assessment. With the help of feedback, assessments get formative and improve the level of students' learning strategies and understanding with the assessment applied (Askew, 2000, p.21-32).

Mistakes

Teachers give feedback, evaluate and correct students' mistakes according to the type of the mistake and type of the activity which the mistake is seen.

As Edge has mentioned (1989: cited in Harmer, 2001, p.137-138) mistakes can be categorized into three: 'slips' which can be corrected by students when they are shown to them, 'errors' which they cannot correct without explanations, and 'attempts' which are students' trials to say something without knowing how to properly. For the teachers the category of the errors is always the most concerned one even though the attempts tell more about their recent knowledge. There have been two main causes of errors.

L1 interference

When English is learned as a second language, learners' first language might cause some confusion which causes some errors while using English. These errors might be related to the level of sounds, level of grammar, level of the reference system, or level of word usage all of which have completely different usages in learners' L1.

Developmental errors

Developmental errors are caused by over-generalisation just like in child language development. While children acquiring language, with the newly learned rules, they might make some mistakes that they knew the correct form before. For example, a child who knows to say, 'Daddy went' might start saying 'Daddy goed' when he or she learned the past -ed form of the regular verbs. In time, he or she figures out and learns how to use both regular and irregular past verbs. Similarly, foreign language learners have these developmental errors, as well. Therefore, when learners make such errors, this situation demonstrates that they are learning the language in the natural process.

That is because making errors are part of learning language, teachers must respond by giving proper feedback and reshaping the learning process instead of criticizing learners when they are wrong.

Ways of Reacting to Learners' Writing

Teachers can give feedback in different ways such as to individuals or to pairs and the groups or to the whole class in verbal, non-verbal, written or combination of these (Askew, 2000, p.23). According to Tunstall and Gipps, (1996) feedback can be categorized as evaluative and descriptive. Evaluative feedback is judgmental, and it can be positive or negative. Yet, descriptive feedback focuses on the learner's achievement or competence only. Askew (2000) gives the feedback strategies as (p.23):

Evaluative feedback strategies;

- giving rewards and punishments
- expressing approval and disapproval

Descriptive feedback strategies;

- telling children, they are right or wrong
- describing why an answer is incorrect or correct
- telling children what they have and have not achieved
- specifying or implying a better way of doing something
- getting children to suggest ways they can improve.

They give feedback according to the task which learners perform. When it is an exercise based on controlled activities, they will be checked simply as right or wrong. However, when they are creative or communicative writing tasks, they must be controlled carefully with an interest in the content (Harmer, 2001, p.99-102). Harmer (2008, p.108-119) adds that while writing, besides getting help, learners demand feedback on what they have written or been writing. Reactions of the teachers on learners' work depend on the types of the tasks and what is wanted to achieve. Basically, there are two main categories of reacting as responding and correcting.

Responding

Responding is a way of giving feedback which teachers explain how to improve the text, or to tell how successful it is. This is especially beneficial for process writing in which students write their first draft, and according to the response they get, they rewrite it (Harmer, 2001, p.147-148). While responding, the teacher focuses on the accuracy, content, and design of the text together. Without any judgement of their writing, learners are responded with affective dialogue explaining in which order they should form their ideas, or which source they should use for more information (Harmer, 2008, p.108-119)

Kroll (2001) expresses that responding is not only time consuming, but also a complicated process in which teachers have to make some critical decisions (p.227-230).

- What are the general goals within the writing course for providing feedback to students?
- What are the specific goals for providing feedback on a particular piece of writing?
- At what stage in the writing process should feedback be offered?
- What form should feedback take?
- Who should provide the feedback?
- What should students do with the feedback they receive?

The main goal of responding is to foster student improvement so, teachers must establish some responding methodologies which will help foster improvement. Teachers must know the way to measure and identify improvement when it happens. Also, they have to implement

a number of responding types to train students to understand the priority of the feedback for future writing tasks. With the help of the best commentary students get, they will not ignore the feedback they have received or fail to use it for improving their performance. However, if students are not trained for these different types of feedback, they cannot benefit. Ferris (1997, as cited in Kroll, 2001) compared the second draft papers with the first draft papers to see the improvement through different types of feedback, and concluded that more specific and longer comments led more positive change on the students' writing tasks especially when students were taught to convert and benefit from the teacher's comments.

Ways of Responding to Learners' Work

Harmer (2008) suggests some responding alternatives to learners' writing as following (p.108-119).

Responding to work-in-progress: When learners deal with their task, teacher frequently sees them and talks to them about what they are writing, by asking what particular sentence means, or suggesting a revision for the issues that they have discussed before.

While involving in this writing process, teachers need to be careful about giving advice or making suggestions since learners could receive them as commands. Instead of saying 'I would not do it like that', teacher should ask 'Why have you done this way?' or 'What do you want your reader to understand here?' so that learners could make their own decisions about what to write and how to write. Even though some students find this personal help from the teacher beneficial, some of them might want to be approved to call for the teacher when they are for responding.

Responding by a written comment: Responding could be written, as well, especially when learners submit their drafts as homework. This respond needs to be encouraging and helpful instead of judgemental one. When the teacher writes 'I enjoyed your draft composition and I have two suggestions...', this kind of advice might be highly beneficial and help learners

to avoid mistakes in their final drafts. However, to avoid sounding giving commands, teachers need to be careful with their sentences, as well. Focusing on more questions like ‘Which part of your story would be the best way to begin your composition, do you think?’ might sound more encouraging.

Post task statements: teachers tend to finish the writing process with some final comments. Encouraging learners to write ‘future’ statements such as ‘How I can improve in the future writing assignments’ according to the feedback they have received so far will make this feedback more useful.

When teachers do not have the chance to give face to face feedback, they might consider taping the comments, e-mailing, or using text editing packages like Microsoft’s word applications or other similar applications. Although these technology related feedback types could be risky, such as accidentally deleting everything with one click, they can be really useful.

Correcting

The teacher focuses on the mistakes while correcting. Mistakes related to syntax, concord, collocation, or word choice are corrected. Harmer (2008) suggests the alternative ways of correcting as the following (108-119).

Ways of correcting students’ work

Selective Correction: In this type of correction, teachers do not have to correct everything, but can be selective about mistakes by focusing only on verb tenses, punctuation, or word order. They might concentrate only on paragraph organization or use of formality. While doing that, they need to inform learners about it. Knowing what the teacher looks for, they will care more about the selected area while writing. So, the elective correction will be very useful.

Using marking scales: Teachers might use a range of different marking scales for different categories while correcting the written text. For instance, they may give marks out of 10 for the categories they selected as grammar, vocabulary, coherence, or cohesion. So that students will know how much they should study in particular areas.

Using correction symbols: Teachers use some symbols on the problematic places so that learners, who know what the symbols mean, can think about the mistakes, and try to reform them accurately. Teachers can improve their own symbols to convey different concepts or make use of coursebooks providing frequently used symbols. Harmer (2001) also adds that teachers can make use of symbols to point out the mistakes in the text in a neater, less threatening, and more helpful way (p.149). These codes of symbols must be decided together with the students, or they have to be introduced and clarified what they mean so that they can improve their performance accordingly. Students can be praised with ticks as the symbol for the language that they have used well. Table 3 shows the most frequently used symbols.

Table 3

Correction Symbols

Symbol	Meaning	Example Error
<i>S</i>	A spelling error	The <u>asnwer</u> is <u>obvius</u> .
<i>WO</i>	A mistake in word order	I <u>like very much</u> it.
<i>G</i>	A grammar mistake	I am going to buy some <u>furnitures</u> .
<i>T</i>	Wrong verb tense	I <u>have seen</u> him yesterday.
<i>C</i>	Concord mistake (Subject-verb agreement)	People <u>is</u> hungry.
\wedge	Something has been left out.	He told \wedge that he was sorry.
<i>WW</i>	Wrong word	I am interested <u>on</u> jazz music.
<i>[]</i>	Something is not necessary.	He was not [too] strong enough.
<i>?M</i>	The meaning is unclear.	That is a <u>very excited photograph</u> .
<i>P</i>	Punctuation mistake	Do you like London.
<i>F/I</i>	Too formal or informal	<u>Hi</u> Mr Franklin,

Harmer (2008, p.111)

Reformulation: Rather than finding the mistakes and correcting them, teachers demonstrate learners how to write something more correctly. So that learners master by comparing the correct and the incorrect sentences.

Referring students to a dictionary or a grammar book: the teacher might ask learners to look up a grammar book or dictionary to correct their mistake on a particular sentence. In this way, learners are encouraged to make use of the books for information they need, and when they correct, they will learn the accurate forms (Harmer,2008, p.108-119).

Ask me: In case of some mistakes which are not easily explained on paper, the teacher might ask learners to talk to them to be able to solve the problem face to face.

Remedial teaching: When there are so many learners who repeat the same mistakes, the teacher might use remedial teaching by exemplifying similar mistakes made by the whole class and ask them to help correct. Since the mistakes are anonymous, individuals will not feel ridiculed, as well.

Harmer (2008) suggests that if writing task is designed as process writing in which teacher helps learner edit and reform a new draft, responding will be more convenient than correcting. With the help of the questions, suggestions, and indication of the improvements feedback will be more helpful. On the other hand, with writing for learning kind of activities such as an assignment on writing, or writing exam, the correction will be more appropriate as feedback (p.108-119).

According to Ur (2012, p.161-162), although many teachers know that content and organization of a written task is more important than the language use, because some spelling and grammar mistakes stand out so much that it is impossible to ignore them; students might ask for correction for their language use; and language problems are easier to correct than the content and organization problems, they mainly focus on the language use. In this case, teachers need to give equal attention to both grammar and content and organization use. If teachers give more importance to language use while giving feedback and try to correct all the errors on the task, they will lose their concentration for content and organization. In

addition, too much emphasis on grammar problems can be discouraging for students. Therefore, teachers should not focus on correcting all the grammar problems and should choose the very basic ones, or the most important ones for students' needs according to the task.

The final version of the texts can get responding feedback, as well. At this point, teachers tell what they have liked and what could be done in case of writing a similar text next time to perform much better. (Harmer, 2001, p.151)

Harmer, (2008) adjoins that even though teachers are seen mostly as examiners in the eye of the learners, it is important for teachers to demonstrate that they are the audience who respond to the viewpoints written by the learners, an assistant who helps learners, a resource who is accessible whenever learners need information or guidance, an evaluator who tells how well the text is written, or an editor who helps reorganize the text for a possible publication both in class or beyond class.

Responding and correcting can only be convenient when learners can do something with the feedback they get. Teachers need to assure that learners understand the mistakes they have made, and how to correct them when they have got their corrected work from their teachers. With the help of the good correction methods, students might not put their work aside immediately depending on their enthusiasm (p.108-119).

Overall, both in responding and correcting, teachers have to be careful about what learners understand as a result of teachers' interference hence besides the level of feedback, the tone is also very important. A harmony between criticism and praising will not make students overwhelmed but encourage them for further writing tasks (Nelson and Schunn, 2009; Stern and Solomon, 2006 as cited in Anson and Anson, 2017, p.12-24).

Oral Feedback

One-to-one conferences could be more beneficial for students to overcome the possible communication problems which might occur in written comments. Students might have difficulty in interpreting the message that the teacher wants to transfer, and with the help of oral feedback, teacher could uncover the possible misunderstandings and make everything clear for the students. Some teachers may prefer recording their feedback so that learners can replay as many times as they want to improve their writing. However, this could be really time consuming for teachers (Kroll, 2001, p.227-230).

Peer Feedback

Brookhart (2008) suggests that a great number of educational researchers have stated the cognitive profit of feedback and added that efficient feedback improves both the giver's and the receiver's learning (p.2). Each student has the capacity to be an expert. When the teacher asks them to share their expertness reciprocally, they got engaged in the advanced level of learning which is asking them to teach. This also provides differences in learning since every student has their own views, opinion, and preferences. Therefore, there is no one and only expert in the class. (Sackstein, 2017, p.11-16)

Peer feedback first used while teaching writing in the L1 environment. Then ESL and EFL teachers adopted the idea and have students read or listen to each other's writing tasks to give feedback and help each other as the audience (Kroll, 2001, p.227-230). Peer feedback is especially useful for crowded classes when the feedback time is also limited (Ur, 2012). Particularly in the L2 context, peer feedback is seen as a process in which the students both understand their own writing development process by analysing their peers' writing texts. However, the composition of peer feedback can seriously change its efficiency (Anson and Anson, 2017, p.12-24). Because ESL and EFL learners lack the language competence of native speakers (Kroll, 2001, p.227-230), learners must be guided by their teachers, and have

an idea about what they should look at while reading their peers' writing. Teachers might refer back to the discussions about the genres, ideas, and plans. So that learners can know about the things they look for on the draft paper, they might be given a checklist about what to look for in the paper. Some rhetorical features such as topic sentences, or unity in which they look for the irrelevancies could be included. Also, this checklist will give a sense of responsibility for students to read and analyse their peer's paper delicately (Harmer, 2008, p.108-119; Kroll, 2001, p.227-230). Moreover, teachers might practice with the students by working on an example text written by a student. They can work on the paper as a class, review it, and analyse the needs of the student who has written the text and give some suggestions to improve it (Kroll, 2001, p.227-230). Peers could also be guided by some questions provided by the teacher. For example, 'Does the composition start in an interesting way? Is the writing easy to understand?' Therefore, feedback given by the peers can be more focused and productive. Moreover, a comment form could be provided for the learners to provide them a prescriptive guideline which shows how to make both positive and negative comments during the editing process. This form could include expressions such as 'I find the content ...', 'The part on ... could be developed.', etc. (Harmer, 2008, p.108-119). There might also be some technical questions like 'What have you found particularly effective in the paper? Do you think the writer has followed through on what he or she set out to?'; or steps, as well just like the following: 'Find at least three places in the essay where you can think of questions that have been answered by the writer. Write those questions in the margins as areas for the writer to answer in the next draft.' (Kroll, 2001, p.227-230).

Kroll (2001) suggests that peer responses need to be written so that students can practice text analysis and maximize the quality of the feedback. While giving these written responses, oral discussions might be used. Also, teachers might want to involve in the process of reading the student feedback in order to assess the quality of the analysis (p.227-230).

Although it seems very beneficial to have peer feedback in writing tasks, there are numerous researches about implementing it. Some studies have shown that despite the training and

instructions to respond with the content related comments, students only focus on the grammar issues (Leki, 1990 as cited in Kroll, 2001, p.227-230); other studies have revealed that in different cultures and participant groups, purposes of the peer feedback are considered differently (Carson & Nelson, 1990 as cited in Kroll, 2001, p.227-230); and some others points that students are in the tendency of giving credence to their close friends' comments, some students might not work well together, and the outcome relies on who the editor is, and whose writing is being edited. (Harmer, 2008, p.108-119) Students might not want to get feedback from their peers because they might feel uncomfortable about their errors (Ur, 2012, p.94). Learners might rely on teacher feedback more and resent peer feedback, or they might value peers' feedback less. Lastly, when peers do not clearly focus on the task, feedback could lack quality. So, it is a fact that peer feedback is not perfect. So, all concerns need to be considered while training students for peer feedback.

Despite all the risks, it can be highly beneficial for learners to help each other sensitively and supportively (Harmer, 2008, p.108-119) Peer feedback can be useful for saving time and with the help of this technique, students as editors have the chance to practice on the writing task by analysing the style, content, and grammar issues in one exercise (Ur, 2012, p.160-161)

Training students to peer edit, self-edit and self-correct

Falchikov (2007 as cited in Chong, 2017, p.13-23) offers three stages while training students for peer assessment; modelling, scaffolding, and fading. With modelling stage, students will work on examples and instructions which tell how peer assessment work, and what the expectations are. Then with scaffolded instruction, students will learn about the assessment tools such as rubrics and how to use them while making judgements on their peers' texts. Starting with the clearest assessment tool, the teacher could provide some flexibility for designing their criteria when students are more experienced in time as a fading stage.

Learners need to be guided and trained to be able to provide feedback to their peers, make use of the feedback they received by reading their writing critically and making corrections or changes on their text. Harmer (2008) lists the ways of training students as the following (p.108-119).

Finding mistakes

Learners must know how to notice mistakes. By practicing with the incorrect sentences, in class they might point out the mistakes, or with a list of mixed correct and incorrect sentences they might practice identifying the mistakes.

Understanding correction symbols

To be able to use correction symbols, teachers must make learners familiar with the symbols. The teacher must introduce the symbols with their meanings and provide some exercises related to their use. Providing a text edited with symbols and asking learners to check whether they are identified correctly might be useful to practice. After that, students can practice by identifying mistakes themselves on the incorrect sentences with the guidance of the teacher.

Removing symbols gradually

After a while, teacher guidance should be removed gradually so that students can work on the mistakes by themselves. The teacher might first underline the mistakes and includes the symbol, then underline the mistakes without referring to symbols. Next, without underlining, the teacher might write the symbols in the margin next to the lines so that learners can identify the mistakes themselves. Afterward, the teacher might also remove the symbol and put just a cross next to the lines, referring to the numbers of the mistakes, and make students

find the mistakes and name them. Lastly, the teacher might stop telling the number of errors too, leaving just a cross. Therefore, learners start using symbols themselves gradually.

When learners get their work back after peer or teacher feedback, it will be really useful for them to rewrite their work more correctly. By identifying and correcting the mistakes, they will improve their writing skills.

Types of Peer Feedback

Peer Feedback can be applied in so many ways, and Byrd (2003) introduces the types of peer editing as classic peer editing, silent editing, booklet editing, slice and dice, coloured pencils or highlighters, post teacher feedback, reader-response editing and computer editing (p.434-441).

Classic Peer Editing

A small number of students in a group sit together. While the author reads out his or her text, the others make some written comments, and after the author finishes reading, they can read out comments.

Silent Editing

In this type, students provide written responses on their peers' text without oral communication. It is possible to make students comment on more than one text. Instead of writing down the feedback on the texts, students use different comment paper so that students cannot see the previous comments made on the same paper. At the end of the process, the teacher can get the comments and give them back to the writers.

Booklet Editing

Based on the timing of the writing sessions, teachers could make a booklet of the written tasks and make students respond to them together.

Slice and Dice

One of the students' texts is copied and distributed to the whole class and assigned as homework. In the following session, the teacher gives feedback to the writer for a while. After that both the teacher and the writer listen to the comments made by the peers.

Coloured Pencils/ Highlighters

This type is a group editing depending on their coloured pens. Students share the pens with the tasks. For instance, blue pen is for subject-verb agreement, red is something else.

Post Teacher Check

The teacher collects the peer edited texts and points out the parts that he or she sees as problematic. The teacher can also make some comments about the task, as well, before returning the text to the author to revise.

Reader-Response Editing

In this type, the author reads out his or her text, and the listeners as editors point out if there has been something to be commented about. The writer listens to the responses and can take notes to revise the text later.

Computer Editing

Students use a software or a word processing program as an editing guide. E-mailing can also be used as a computer editing source. This is especially useful when there is a timing problem in classroom activities. With the help of this, the teacher could save time.

Error Analysis

Language errors made by students are classified in different ways by different researchers. Corder (1982) states that errors are generally described superficially as errors of omission, errors of addition, errors of selection and errors of ordering. Omission stands for the lack of elements which should exist; addition is for the existing elements which should be absent; selection is for the wrong element chosen instead of the right one; and ordering is for the elements sequenced wrongly.

This classification is only used for evidence; however, teachers also states the linguistic level of the error, as well. For instance, errors might be at a graphological level which stands for the spelling errors, or they might be grammatical or lexico-semantic.

When it is needed to analyse errors of the learners, this classification might not be sufficient to explain them as evidence of identification or specification. Using the evidence in certain systems like tense, number, mood, genre, case, etc. would be more adequate. For example, when a learner says, "I am waiting here since three o'clock.", it will not be enough to identify the error as wrong selection or omission for the use of "am" instead of "have been". It is more adequate to say that the wrong tense has been selected, present progressive instead of present perfect.

Errors might also be categorized as overtly and covertly. Overt errors are certainly seen as grammatically wrong sentences. Although covert errors are formed grammatically well, they do not fit in the context of the communication. When the question "How are you?" is answered as "I am a teacher.", this is a covert error in context (35-44).

As cited in Erdoğan (2005, p.261-270), Ellis (1997) agrees with Corder and exemplifies these four categories under the sub-categories of morphology, syntax, and lexicon, etc.

Omission:

Morphological omission *A strange thing happen to me yesterday.

Syntactical omission * Must say also the names?

Addition:

In morphology * The books is here.

In syntax * The London

In lexicon * I stayed there during five years ago.

Selection:

In morphology * My friend is oldest than me.

In syntax * I want that he comes here.

Ordering:

In pronunciation * fignisicant for 'significant'; *prulal for 'plural' In morphology * get upping for 'getting up'

In syntax * He is a dear to me friend.

In lexicon * key car for 'car key'

As cited in Brown (2000), Hurt and Kiparsky (1972) suggested that errors might be named as global and local. Global errors block the comprehension of the message, so communication fails. However, local errors do not hinder the communication because the message might be interpreted thanks to the minor problems (p.231).

Lastly, it is stated that domain and extent ought to be categorized in all error analyses. A domain is the rank of the linguistic unit starting from phoneme to discourse which must be taken as the context in order to understand the error, and extent is the rank of a linguistic unit that must be deleted, replaced, supplied or reordered, to be able to repair the sentence (Brown, 2000, p.232).

Error correction

Contrary to the pre-teaching activities teachers have provided, and a lot of drafts on which students work, ESL and EFL learners are expected to have language problems. Whether grammatical errors need to be corrected or not is controversial, but it is agreed by many that

with the help of the grammar instructions on written work, students can improve their texts' accuracy. (Ferris & Hedgecock, 1998 as cited in Kroll, 2001, p.227-230) However, teachers should not convert writing course into a grammar course. It will be the best to focus on the grammatical errors on the last stage of the writing process after dealing with the content and organization-based problems of the texts. Students are likely to feel demotivated about becoming a better writer when the grammatical errors are edited in the first place. (Bates, Lane, & Lange, 1993 as cited in Kroll, 2001, p.227-230)

Kroll (2001) also states that deciding on the corrector, which errors and how to correct them are as important as when to correct the errors. Besides teachers as the obvious corrector, peers could also provide feedback on grammatical errors, as well just as they give responses for content and organization of the written work. It is really complicated how to decide on whether to focus on all of the errors or selected ones. It is highly possible that this depends on the proficiency level of the students, but the teacher might address more serious or particular error patterns in a specific type of writing task instead of considering all the errors. Also, there are so many ways of correcting students. For instance, with the help of a mark, arrow or any other symbol the error could be specified in the margin; teacher can write down an model the correct form of the errors; errors could be labelled according to their features such as subject-verb agreement with the help of the symbols or the term itself; teacher can imply the errors without demonstrating the exact position in the text such as writing 'there are problems related to word-forms.'; or some of the specific errors could be ignored. Most of the time, according to the needs of students, teachers combine two or more of these methods while correcting errors. Therefore, there is no best way of correction for teacher feedback (p.227-230).

Error detection and correction techniques

Grammar issues in writing tasks always exist in ESL and EFL environment. Although form-focused instructions are not the main focus of this skill, they still have importance on the writing performance. Truscott (1996) and Ferris (1998) (as cited in Kroll, 2001, p.227-230) have stated that learners demand and acknowledge the help in developing their accuracy in writing. Teachers can assist students with the help of the following techniques. In a text, teacher can tell students to identify and correct the number of the different kinds of errors. For instance, ‘the text below has the following errors: one preposition, one verb tense, one subject-verb agreement, and one missing article.’ If the teacher wants to focus on the error type, he or she may give the students a text with numbered lines in which there are certain kinds of errors. For example, ‘identify and correct all of the verb form errors in the text.’ Sentences from students’ drafts can be used for analysis error types, as well. The teacher can diagnose the features of grammar errors like word forms, articles, and prepositions, etc.

Editing strategies and techniques

Concentrating on error diagnosis can be beneficial and improving strategies for editing differs for students both their and their teacher’s knowledge and experience. Shih (1998 as cited in Kroll, 2001, p.227-230) states in his research that when learners were more accurate writers, they spent much more time for revision and editing so that they got more aware of their problems in language use and error patterns. They gained a habit of reviewing and editing their papers frequently. However, when the writers were less accurate, they reviewed their errors in the final draft only. Therefore, they were overwhelmed by the errors. It was clear that it was not a good idea to delay grammar errors till the final draft.

Learners must spend appreciable time to become good editors so that they can benefit from the activities and exercises which are done in the classes besides individual feedback

conferencing. The following techniques can be used for editing and practicing with students (Kroll, 2001, p.227-230).

Reading Aloud

For many students reading their drafts slowly and looking for errors are really helpful. For short texts, more than one reading could be even more helpful.

Pointing to words: with the help of a pen, pencil or finger, pointing the words one by one could also be really helpful.

Slow-down Techniques

Unlike the normal linear process of reading, starting from the last sentence of each paragraph and reading in reverse might be helpful for identifying some morphological errors like plural endings. However, this might not work for some reference words or subject-verb agreement errors.

Word Processing Grammar Checkers

Grammar checkers might be useful to detect certain kinds of errors. However, students should not follow and trust all the suggestions since these checkers can make errors, as well.

Teacher Feedback on Errors

Kroll (2001) suggests that most of the time indirect feedback is seen more useful than direct feedback and it is the most desired one by the students, as well. While giving an indirect speech, teachers can benefit from the coding system with symbols to detect the errors in the margin or providing some grammar exercises attached to the draft paper related to the errors

on it, might be very effective. Instead of detecting all the errors on the paper, teachers can focus only on some of them, not to overwhelm the students at once. To be able to do that, teachers need to concentrate on the errors that deserve attention. Lastly, it is important to start giving attention to the grammar related errors at earlier stages of the task, but focusing more on the content and organization first, without leaving it at the very end of the draft. If it is possible conferencing with students for feedback will be a more beneficial opportunity. Preferably, mini conferences could be held with individuals or small groups (p.227-230).

Research on Effects of Peer and Teacher Feedback in Writing Process

There have been some researchers who wondered the effects of peer and teacher feedback in the writing process. To begin with, Anson and Anson (2017) wanted to assess peer and teacher feedback through a corpus analysis from an expert survey. After redefining ‘quality feedback’ through an expert survey, in which experienced teachers, scholars, and program administrators participated, they analysed the content of a large archive of teacher feedback on students’ writing texts. After that, they compared the analysis to peer feedback based on peers’ comments on each other’s drafts which are previously commented by their teachers. At the end of the two-year- data collection, they compared the corpora to the definition of effective feedback by experts. Results revealed that teacher feedback mostly included important features of quality feedback. Curiously enough, peer feedback, also, included many of the features (p.12-24).

Another study conducted by Berg (1999) focused on two groups of students; the first one was trained for peer response, while the others were not, and their first and second drafts were compared. The students who are trained improved their revised texts more than the ones who are not trained (p.215-241).

Similar to Berg’s study, Diab (2010) compared one experimental group with a comparison group for their language use improvement through peer feedback. Experimental group, who are also trained for peer editing through modelling the correction symbols, edited their peers’

writing papers. However, the comparison group only had self-editing. After that, both groups were asked to revise their writing texts. The comparison of the groups demonstrated that the experimental group was significantly different from the comparison group in terms of rule-based errors, and the experimental group improved their language use more after revising their papers. Therefore, it can be concluded that when there is a training on detecting errors, and peer feedback, learners gain awareness about language use more (p.85-95).

Furthermore, Ghahari and Sedaghat (2018) worked on peer feedback and its effects on the writing process. In this study, students were trained on how to correct and grade their peers' papers. They had the peer editing process as a classroom activity, and the teacher was also there to help whenever they had concerns. Later, a questionnaire and interview sessions were completed with the voluntary students. Results showed that students had a positive change in terms of their beliefs about peer feedback. Although they had negative feelings previously, after peer editing activities they were more positive about it. Lastly in the interview, students stated that their feelings of envy and revenge turned into a feeling of 'healthy competition', feeling more confident and motivated to improve their language use. Therefore, with a friendly environment, peer feedback could improve not only their language use in writing but also their interaction and cooperation skills (p.9-20).

Chong (2017) focused on whether students' writing ability has an effect on the quality of the feedback they give to their peers. Students were asked to write a first draft and with the help of it, their writing abilities in terms of content and accuracy were analysed. After the first draft, they were modelled for peer feedback and they exchanged their first drafts with peers. When peer feedback analysed, the teacher compared their feedback quality with their writing ability levels to see whether the students who had high writing skills provided the most accurate feedback or not. Results uncovered that when students have a high level of writing ability in terms of content, their prompting questions about content were more significant, and when they have a high level of language use, their identifications of grammar errors were more accurate, as well (p.13-23).

Yu and Hu (2017) had a look at the two Chinese EFL students' practices of peer feedback and tried to analyse the reasons and factors why they practiced like that. After training for peer editing, they were asked to write five different draft essays and asked to provide peer feedback to each other. With the help of the interviews, video recordings of the sessions, it is displayed the things affected the way of giving feedback as student believes and values, student motives and goals, teacher feedback practices, feedback training, group dynamics, and examination culture (p.25-35).

Moreover, Lee (2015) researched on the students' preferences and values for different peer feedback modes and mode of teacher feedback considering their benefits of improving their writing skills. After writing their first drafts, students got peer editing training. Then they had inter and intra-feedback in groups. They discussed their peer responses with their peers in the inter-feedback conferences. At the same time teacher provided feedback on their first draft separately, as well. In the end, students revised their essays depending both on the peer and teacher feedback. Later, they had a questionnaire asking for the usefulness of peer and teacher feedback and preferences for inter and intra-feedback. The study displayed that students considered teacher feedback more positively than peer feedback. However, they were not completely negative about peer feedback; they believed it helped improve their writing skills. Also, from the motivational point of view, the peer feedback environment was less threatening and more fun (p.1-10).

Ruegg (2014) worked with university sophomores in Japan to check their self-efficacy through peer and teacher feedback. One group of students worked on their writing through peer feedback and the other group only through teacher feedback for a year. As a result, the teacher feedback group notably got more effective feedback points than the peer feedback group. The teacher feedback group still showed an increase in self-efficacy, when they are compared to the peer feedback group, although only 4% of drafts got praised by the teacher feedback. Overall, both writing aspects (organization, content, grammar, and overall writing ability) and self-efficacy of students were increased with teacher feedback in a year. This

revealed that peer feedback increases students' self-efficacy when it is used together with teacher feedback. When it is alone, it is less effective to raise confidence (p.87-102).

Moussaoui (2012) focused on the effects of peer feedback on second-year university students' writing autonomy. This study used "pre- and post-training surveys, classroom observations and peer evaluation rubrics working with a study-peer feedback group- and a control group." The study revealed that contrary to the control group, students had positive attitudes towards providing and getting peer feedback. Also, the interaction with peers lowered their writing anxiety and rose their self-confidence. So, they developed writing autonomy. In addition, peer feedback helped the study group improve their drafts to a certain extent while the control group stayed almost in the same level (p.1775-1784).

Zhao (2010) concentrated on the students' understanding of the peer and teacher feedback rather than the quality or the effects of them. With 18 Chinese students participated, and "content analysis, stimulated recall interviews on learners' understanding and interviews on the factors that affected learners' responses to feedback" are used as research methods. The research demonstrated that students use teacher feedback more than peer feedback while revising, yet they found peer feedback more understandable than teacher feedback mostly because they do not question teacher feedback since they think it is more significant (p.3-17).

Yang, Badger, and Yu (2006) conducted a comparative study of peer and teacher feedback with Chinese EFL students. After modelling the peer feedback for a while, they compared the revised forms of the students' opinion essays with peer feedback and teacher feedback with the help of an independent, experienced teacher. They also had an interview with the participants to get their views. This study displayed that teacher feedback improved revised texts more than peer feedback, yet peer feedback also caused improvement to a higher level. Moreover, teacher feedback-based revisions were on the surface, but peer feedback-based ones were more meaningful changes. Students revealed that they found teacher more "experienced, professional and trustworthy" than their peers. They care teacher feedback

more than peer feedback; however, they can see the importance of peer feedback as well (p.179-200).

Lastly, Tsui and Ng (2000) compared peer feedback to teacher feedback through learners' beliefs. Students were asked to write a first draft and received peer feedback. After feedback, they revised the paper as the second draft, and they got teacher feedback on that. Later, they revised their third drafts and received teacher feedback only for grammar points. Lastly, the final drafts were written. At the end of this writing circle, students were given a questionnaire about the usefulness of peer feedback and teacher feedback, and an interview. Results showed that students are more positive about teacher feedback than peer feedback. Students also stated that reading their peers' writing helped them more to improve their skills than their peers' comments on their own papers. They found teacher more experienced and more authoritative and better quality than peer feedback because they were more specific. Yet, for peer feedback, they found it useful to get input more than one person, and they think that they improved their writing skills together. Overall, students consider peer feedback as developing a sense of audience, raising awareness, encouraging collaborative learning and fostering ownership of the text because this was less authoritative, and they feel more autonomous (p.147-170).

CHAPTER III

METHODOLOGY

In this chapter, the procedure and methods which are used for data collection and analysis are presented. Initially, the research design is mentioned. Then participants, data collection tools, and data collection and analysis procedure are stated respectively. Lastly, the limitations of the study are explained.

Research Design

The current study is a mixed, both quantitative and qualitative, case study in which students' writing performances were analysed to see the quality level of the peer and teacher feedback. Besides the quality of the provided peer and teacher feedback, students' beliefs about them were examined through interviews. This study was conducted in the 2018-2019 fall term with the EFL learners at preparatory class. Starting from the 3rd week of the 14-week-of term, for the quantitative part of the study, students had trainings on peer feedback, as suggested by previous research (Berg, 1999; Chong, 2017; Diab, 2010; Harmer, 2008; Moussaoui, 2012; and Yang et al., 2006) through correction symbols which was improved according to the list of symbols suggested by Harmer, (2008). With the help of the homework assignments and classroom activities their coursebook and writing materials provided, they could practice the feedback theory and they got used to using the symbols.

Daniel (2011) stated that nonprobability sampling type purposive sampling is the process which participants are selected from the target population if they are convenient for the inclusion and exclusion principles of the research (p. 87-88). Based on this information, this study needed participants who have satisfying grammar knowledge with reading and writing skills in pre-intermediate level. Accordingly, in the 8th week of the term, students had their first monthly exam which includes grammar-vocabulary-reading, writing, and listening sections. Considering only grammar-vocabulary-reading and writing parts of the exam as a placement test, students whose average grades are 70 and over are selected as participants of the study. Both from the morning and evening classes 25 students got 70 and over, yet only 21 of them could participate because 4 of them were absent on the data collection week. Till the end of the writing and feedback process, students were not informed that they were chosen for a study so that they did not develop any stress over their performances.

In between the 11th and 14th week, the data collection process for peer editing took place. After the instruction process, students started forming their outlines for the first draft of their first writing task. Then, they wrote their first draft in class. At the end of the writing process, peer feedback was assigned as homework for the next writing session. Students exchanged their papers with their peers and the ones who were chosen for the study were matched together. Finally, students were asked to revise and rewrite their 2nd and last draft texts based on the feedback they got from their peers. Right after this peer editing process, students wrote another opinion paragraph for teacher feedback. After receiving teacher feedback, they revised and rewrite this paragraph, as well.

In the end, students who were chosen purposively were informed about the study and with their permission, their two performances and revised versions were collected for the analysis. For interrater reliability, three experienced teachers, one as the research-teacher, revised error analysis of Corder (1982), and errors related to discourse markers from student papers are listed to be categorized accordingly. Then the papers were analysed by the research-teacher and examined how much improvement has occurred after both feedback types.

During the analysis of the papers, for the qualitative part of the study, 21 participants were asked for an interview with the research teacher. All were volunteers and they were asked some questions about teacher and peer feedback to learn their feelings and beliefs towards them. Interviews were recorded with the permission of the participants and then they were transcribed and translated into English as in the previous study of Yang et al. (2006).

Finally, both quantitative results and qualitative results of the study were administrated.

Participants

21 students studying at Erciyes University School of Foreign Languages participated in this study. All the students were from the English language and literature department. According to the placement test, their language level was pre-intermediate. Because the classes were not arranged according to the proficiency level of the students, participants were not in the same class together. They were 18 female and 3 male students between the ages of 18-24, in four different classes; 5 of them in one class, 7 of them in one class, 2 of them in one class as morning group and 7 of them in one class as evening group. So, in total, there were 14 students in the morning group and 7 students in the evening group. Participants were taught by three experienced teachers, one of the teachers had two groups as morning and evening together and one of them was the research teacher. All the teachers were experienced in teaching writing for between 6-10 years and students had similar instruction followed with the same writing materials for both rhetorical knowledge and classroom activities. Participants were exposed to four hours of writing classes weekly during 14 weeks of the fall term.

Data Collection Procedure

Data Collection Tools

Data for this study was collected through five different tools. The first one was correction symbols (Harmer,2008) both used during the feedback training and giving feedback process. The second one was placement test, the third one was field notes, the fourth one was the students' paragraphs and the last one was interview questions.

Based on the symbols introduced by Harmer (2008), with some necessary additions according to the needs of the learners, a new correction symbols list was prepared (see appendix A) with the experienced teachers who teach writing.

The placement test was actually a monthly exam which was applied in the 8th week of the fall term for the students who have just covered their pre-intermediate coursebooks. This exam included grammar-vocabulary-reading part with 100 open ended or fill in the blanks language use related questions. After this step, students had a writing exam which was about paragraph writing related to the types students studied so far. Later, they had a listening exam. For this study, since listening results of the students were not related to the aim of the study, only grammar related part and writing part were included. Participants who got at least 70 from the test, were included in the study. Placement test helped to choose the same level of students to provide similar quality peer feedback.

Field notes for the instruction of opinion paragraph structure are used during the data collection process. Then students' first and second drafts for both peer and teacher feedback (see appendix B and appendix C) were used to collect the discourse marker related errors and their improvement analysis.

Lastly, some interview questions were asked to the participants about the peer and teacher feedback they received.

Data Collection Procedure

Peer Feedback Training

The first step of the study was to start training students for peer editing. As it is emphasized by many when students are trained in detecting errors and peer feedback, they become aware of language use more (Berg, 1999; Chong, 2017; Diab, 2010; Harmer, 2008; Moussaoui, 2012; and Yang et al., 2006). That is why peer editing training started in the 3rd week of the fall term with the introduction of the correction symbols while teaching the first paragraph type of the term. After that, even in the coursebook classes, with the writing exercises, students were asked to make use of correction symbols and peer edit each other's paper. Therefore, when the study started being conducted, students were able to be editing their peers' texts.

Placement Test

Till the placement test, right before the study was conducted, students had 7 weeks of experience with other paragraph types. In the 8th week, students had their monthly exams and grammar-vocabulary-reading and writing sections of the exam were taken into consideration for this study since only these parts of the exam were directly related to the data collection process in which discourse markers were the main focus in learners' paragraphs. In this pre-intermediate level exam, among the 155 students, only 25 of them were capable enough to get 70 and over as the average of the grammar and writing exams results.

Instruction Process

Persuasive (opinion) writing aims to affect the audience to take action or cause a change. According to the 2002 National Assessment of Education Progress (NAEP), 4th, 8th, and 12th

graders' opinion essays were poorly developed (Persky, Daane, & Jin, 2003). It is also stated that opinion texts are more complicated than narrative texts in terms of structure (Englert, 1990 as cited in Wong, Hoskyn, Jai, Ellis, & Watson, 2008, p.757-784). De La Paz & Graham (1997 as cited in Wong et al., 2008) mentioned that all learners mostly form opinion essays with unsatisfactory justifications. So, it is clear that students need to learn how to produce opinion essays which they can form improved persuasive structures (Wong et al., 2008). Furthermore, Liu and Braine's study (2005), which analysed the argumentative compositions-opinionated texts- for the use of cohesive devices, revealed that students could use many different cohesive devices as references and conjunctions (p.623-636). Rahimi (2011) also indicated that discourse markers are used in an argumentative essay in a higher amount than the expository essay after analysing both essay types in the use of discourse markers. For all these reasons, to conduct this study, opinion paragraph, which is needed for the learning process of opinion or argumentative essay for the future, was chosen. Since this was the last paragraph type to cover students had already had some other paragraph types like descriptive and narrative. Therefore, they were really experienced with paragraph structure or the writing class in general. In week 11, instruction of the opinion paragraph process started. Students had 6-hour-writing sessions for studying the rhetorical structure of the opinion paragraph. In the last session of the instruction, students started forming their outline for the first draft writing. Teachers were in the class with them and guided them for generating ideas and organizing them.

Peer Feedback

Writing topics need to be carefully chosen since they need to be suitable for the students' age, language level, needs, interests and experiences (Smetanová, 2013). Learners need tasks which are related to their experiences to be able to write an opinion text to persuade others (Persky, Daane, & Jin, 2003). Therefore, in the second half of the 12th week, students were

asked to write their first drafts of the opinion paragraph with the following topic: “Do you think your hometown is the best place to live in?”. The topic was the same for both morning and evening groups since it was not going to be graded as an exam task. During the writing process, they were allowed to use print dictionaries and ask for guidance from the teacher. After finishing their drafts, they exchanged their texts, and they were assigned to edit their peers’ papers using the correction symbols. As they were trained, students used correction symbols for the language related errors of the papers. At this point, they were also supposed to fill in a peer editing form related to the content and organization of the text, as well. However, these forms were not included in the analysis of the study since it was only about discourse markers. In the 13th week, students came to the writing session with their feedback for their peers. The teacher got the papers and provide some oral feedback during the session through peer feedback. Teachers provided feedback only for the content and organization of the opinion paragraph and did not comment on the discourse markers related errors at all. In the end, students were assigned to revise the feedback they received and rewrite their second and the last draft of this paragraph.

Teacher Feedback

In the second half of the 13th week, students were asked to write another opinion paragraph in class. This time it was going to be graded a timed writing. That is why morning and evening classes had different writing topics as: “Do you think it is a good idea to study preparatory class at university?” for the morning groups, and “Do you think it is necessary to study at university?” for the evening group. After they wrote their paragraphs, teachers collected them and provided feedback using correction symbols for grammar related errors. They added some comments about the content and organization of the texts. Until the next session, they completed this feedback session, and in the 14th week teachers provided some oral feedback, as well and asked students to revise and rewrite the final version with the help

of the feedback they received as homework. At the end of the 14th week students were informed about the study and with their permission, their peer edited and teacher edited paragraphs and their revised versions were all collected by the research teacher to be analysed.

Interviews

After the drafting, editing, and revising process, students whose texts were used in the study were asked for an interview to share their ideas or make comments on both peer and teacher feedback. All the 21 students were voluntary to participate in the interview. They were interviewed one by one by the research teacher, and some questions were asked about the effectiveness of the types of feedback, how they feel about each feedback type, what they think about their necessity in the writing process, and which one they would prefer. Interviews were held in Turkish to make the participants feel more comfortable and sincere. During the interviews, conversations were also recorded with the participants' permission. Interview questions were expected to be supportive of the quantitative part of the study and prepared as the following:

- Do you think peer feedback is effective? For which aspects of the language do you think it is effective?
- Do you think it is necessary to have peer feedback in the writing process?
- Do you believe in the accuracy of the peer feedback?
- Do you believe that peer feedback is explanatory enough?
- How does peer feedback make you feel?
- Do you think teacher feedback is effective? For which aspects of the language do you think it is effective?
- Do you think it is necessary to have teacher feedback in the writing process?
- Do you believe in the accuracy of the teacher feedback?

- Do you believe that teacher feedback is explanatory enough?
- How does teacher feedback make you feel?
- Which one do you think is more effective, which one would you prefer?

Data Analysis Procedure

In order to analyse the data, two experienced teachers, analysed the students' papers together with the research teacher. For interrater reliability, with the help of Corder's error analysis (1982), discourse marker related errors are categorized as omission, addition, selection, and ordering by the teachers. Then the linguistic level of the errors was also categorized as grammatical, lexico-semantic, graphological, and punctuational. First, they grouped the errors and had a look at the total number of errors under each category separately. Then, the same process was applied to the revised paper as well. After that research teacher analysed the rest of the papers alone in the same way. In the end, the number of the errors were compared as before and after feedback in order to identify the level of improvement in discourse markers use, and the quality of the provided feedback.

For the analysis of student interviews, content analysis was used. Students' answers were analysed according to their positive, negative and neutral attitudes towards each feedback type.

Limitations of the Study

Although students were chosen based on a placement test, there were differences among the students in terms of language use and weak students could not provide quality feedback while stronger ones could. There were weak students who could not correct their errors in discourse markers although good quality feedback had provided by the teacher or their peers.

Discourse marker use was limited by the students so in some papers there were not any discourse markers to provide feedback or strong students did not have any problem in use of discourse markers so there was no need to correct them.

Because of the ongoing administration rules, students were not grouped in one class according to their proficiency levels after the placement test. That is why there had to be three teachers in the instruction and feedback process. Although the teachers had similar professional experience, there might have been some differences in detailed performances. Students had the peer feedback as a homework assignment because of the tight teaching schedule and pacing of the writing process. It could be better if they had it as a classroom activity together. Some students might have not taken it seriously enough as homework.

CHAPTER IV

RESULTS & DISCUSSION

This chapter presents the findings of the study in accordance with the research questions. First findings related to the quality of the peer feedback were mentioned. Then the quality of the teacher feedback related findings was demonstrated. Later, the comparison of the teacher and peer feedback was shown, and finally, the interview results were included and discussed with comparisons to the previous studies.

Does Peer Feedback Have an Effect on Discourse Markers Used by Pre-Intermediate Level Learners in Writing?

Is Peer Feedback Qualified Enough to Detect Discourse Marker Related Errors?

Before Peer Feedback

Before peer feedback, among the 21 student papers, when the students' errors are analysed, it is seen that three of the papers, which are student papers 1.4, 1.18, and 1.21, have no errors related to the discourse markers. The rest of the 18 papers have revealed that the most problematic part among the discourse markers is conjunctions, and the least problematic

parts are related to the definite article. Besides, there have been no errors related to demonstratives and comparatives at all.

Table 4

Conjunction Errors Before Peer Feedback

Conjunction Errors	Omission	Addition	Selection	Ordering	Total
					21
Syntactical		5	6	4	15
Graphological	2				2
Punctuational	4				4

Table 4 demonstrates the conjunction errors. According to Table 4 students have 15 syntactical errors. As it is seen they made selection errors most which means that they have selected the wrong conjunction to connect the ideas. For example, in student paper 1.1, “... *they think he is a bad boy, even he can kill you. Another from that, sometimes they try to deceiving you.*” Sentences show that “*another from that*” has been selected in the place of *apart from that*. Another example from student paper 1.13 demonstrates that sentence “*Even though you are hungry, someone recognizes and try to help you*” is an example of selection error of “*even though*” in the place of “*when*”. Student paper 1.19 also demonstrates the selection error of “*for example*” in the place of “*such as*” with the expression of “*for example, in Kentpark with your children.*” After selection errors, addition errors are the next problematic part in which the students have added extra conjunctions that should not be present there. The most common addition error in papers is the use of “and” and “also” together right after one another. For example, in student paper 1.19 sentence “*It has a really good view in İstanbul. And also there are some historical museums*” shows the addition of “and”. Last syntactic errors are related to ordering. Ordering errors are seen in the use of two conjunctions, “and” and “since”, repeatedly. Examples of “and” are seen twice in the student paper 1.15 as “*King’s tower is the biggest and Maiden’s tower*” and “*There are Chinese restaurants which are always open and amusing park.*” Examples of “since” are seen in the

student paper 1.14 as “*You can go out and wander around even until late nights. Since the shops in the city are open twenty-four hours*” and in the student paper 1.20 as “*First of all, the city has a lot of job opportunities. Since Kayseri has one of the biggest industrial zones in Turkey.*”

Table 4 demonstrates that students have just 4 punctuational errors and all are related to the omission of the punctuation mark comma in the use of conjunctions like “*and, also and therefore*”. For example, in the student paper 1.17 “*It is surrounded by the Mediterranean sea and it helps people to explore magic of ...*”, and in the student paper 1.20 “*Therefore you can raise your family and live in peace in Kayseri*” it is seen that students have omitted the use of comma before “*and*” and after “*therefore*”.

Finally, table 4 shows the graphological errors which are spelling errors based on the omission of some letters in the use of “*whenever*” and “*moreover*”. These errors are only seen in the student paper 1.5 as “*Morover, you have chance to go to tourist attractions and destinations whenver you want.*”

Table 5

Pronoun Errors Before Peer Feedback

Pronoun Errors	Omission	Addition	Selection	Ordering	Total
					8
Morphological			4		4
Syntactical	1	1	2		4

Table 5 shows the pronoun errors. According to this table, students have 8 pronoun errors in total. 4 of them are syntactical errors. Two of them are based on selection and one on omission and one on addition. Syntactical selection errors are seen in student paper 1.15 as “*It has lots of green parks each corner of it*” in the place of “*... each corner of its*” and in student paper 1.16 as “*It helps to make children happy, social, and to be active as well as*

keeping your body fit” in the place of “... their body fit.” One syntactical omission error is seen in the student paper 1.15 again as the omission of the relative pronoun “who” in the sentence “It had lots of trees and areas for families wanted to go to the picnic.” Syntactic addition error is seen in student paper 1.13 as “With its lots of schools and courses are always top on the list.”

According to table 5, four more pronoun errors are seen in morphological selection errors. All of them are the wrong selection of the pronoun “it” with the present use of the verb “be”, which is in the form of it’s, in the place of “its”. For example, in student paper 1.9 two examples are “*Another reason is that it’s climate is very suitable to live*” and “... *Samsun plays an important role in agriculture thanks to it’s mild weather.*”

Table 6

Definite Article Errors Before Peer Feedback

Definite Article Errors	Omission	Addition	Selection	Ordering	Total
					5
Syntactical	2	3			5

Table 6 shows the definite article errors which are five syntactical errors in total. Three of them addition of the article “the” even though they should not have been present just as in the student paper 1.3 “*the Turkey*” and in the student paper 1.11 “*in the summers*” and “*in the winters*”. One of the omission errors of the article “the” is from the student paper 1.2 as “*If you have any problem, people probably will help you and try to solve problem.*” The other is from the student paper 1.12 as “Most of celebrity...”

Lastly, table 7 shows the errors related to phoric adverbs. According to the table, there are four syntactical and two lexicological errors. Syntactical errors are two addition errors and two ordering errors. Two additional errors are seen in the student paper 1.7 as “*In İstanbul you can see lots of buses, trams, minibuses, ferries and even water taxis in there*”, which

“there” is added unnecessarily and in the student paper 1.8, as “*Elementary schools, high schools and two universities there. My education life started there from kindergarten to university*” in which the last “*there*” refers nowhere. In the student paper 1.8 the same sentence shows the example of syntactical ordering error, as well, with the first “*there*” in the sentence. The other ordering error is seen in the student paper 1.19 as “*You can spend time and fun all the time there.*” Lastly, two lexicological errors are seen as selection errors. One example is from the student paper 1.7 in which “*there*” is selected in the place of “*somewhere*” as “*In İstanbul everywhere is far from the city centre, and if you want to go there, it takes ...*”. The other example is seen in the student paper 1.12 in which “*there*” is selected in the place of “*here*” as “*Most of celebrity is eager to come there*”.

Table 7

Phoric Adverb Errors Before Peer Feedback

Phoric adverbs Errors	Omission	Addition	Selection	Ordering	Total
					6
Syntactical		2		2	4
Lexicological			2		2

Overall, as it is stated in Aysu (2017) and Rahimi (2011) students used so many different discourse markers in their paragraphs although some of them were really problematic.

Quality of Peer Feedback

Numbers revealed after the analysis of the papers before peer feedback and after peer feedback have shown that the quality of the peer feedback should also be checked to be able to understand the changes better.

Table 8 demonstrates that among the 21 conjunction errors, only 7 of them have been detected accurately. 13 of them have not been observed by the peers at all. One of the

syntactical errors has been misdetected. In the student paper 1.2, “*Alanya has hot weather in summer and a bit cold also warm weather in winter*” has syntactical error related to “*also*”, but the peer has pointed to punctuational error between “*cold*” and “*error*”. Besides, three redundant error detections have been made as syntactical errors. One of them has been in the student paper 1.7:

“*There are lots of big companies and factories in there. So, you can find a job easily.*” Here, “*so*” has been underlined and detected as the wrong word. It has been explained that “*You cannot use ‘so’ in the beginning of the sentence, ... you can use ‘therefore’ in the beginning.*”

Table 8

Quality of Peer Feedback in Conjunction Errors

Conjunction Errors	Unobserved Errors	Accurate Detection	Insufficient Detection	Misdetection	Redundant Detection
21					
Syntactical Errors	11	2	1	1	3
Graphological Errors		2			
Punctuational Errors	1	3			

Another redundant detection has been in the student paper 1.10:

“*Kayseri is the best part of Turkey to live because it has three essential reasons.*” Here, “*because*” has been underlined and noted that “*‘because of’ would be better.*”

Final redundant detection has been in the student paper 1.20:

“*Also, the city is very safe.*” Here “*also*” has been underlined as the wrong word and noted that “*You cannot use ‘also’ at the beginning of the sentence.*”

Lastly, while most of the syntactical errors have been unobserved, all the spelling errors have been detected accurately. Among the punctuational errors, only one in four has been unobserved.

Table 9 reveals that among the 8 pronoun errors while only 3 of them have been accurately detected, 5 of them have been unobserved by the peers. Although most of the morphological errors have stayed unobserved, half of the syntactical errors have been accurately detected.

Table 9

Quality of Peer Feedback in Pronoun Errors

Pronoun Errors 8	Unobserved	Accurate Detection	Insufficient Detection	Misdetection	Redundant Detection
Morphological Errors	3	1			
Syntactical Errors	2	2			

Table 10

Quality of Peer Feedback in Definite Article Errors

Definite Article Errors 5	Unobserved	Accurate Detection	Insufficient Detection	Misdetection	Redundant Detection
Syntactical Errors	5				1

According to table 10, none of the syntactical errors related to definite article “the” has been accurately detected. Besides, there has been one redundant detection in the student paper 1.16:

“In my view, Hatay is a good place to live in Turkey thanks to its climate, environment and the meal culture. First reason is the climate.” Although the use of “the climate” is appropriate here, “the” has been crossed out and suggested not using.

According to table 11, it is seen that among the 6 phoric adverb errors only two of them which are related to the syntactical errors have been accurately detected. Although one of the syntactical errors has been unobserved, one of them has been misdetected by the peer.

Table 11

Quality of Peer Feedback in Phoric Adverb Errors

Phoric Adverbs Errors 6	Unobserved	Accurate Detection	Insufficient Detection	Misdetection	Redundant Detection
Syntactical Errors	1	2		1	
Lexicological Errors	2				

In the student paper 1.19, it has been stated that:

“Second, it is a lively city. You can spend time and fun all the time there.” Although there is a syntactical ordering error related to *“there”* here, the peer has pointed out a punctuation symbol in-between *“time”* and *“there”* as feedback.

Lastly, according to the table, all the lexicological errors have been unobserved as it was mentioned by Allaei and Connor (1990 as cited in Diab, 2010).

How Much of the Peer Feedback is Received by the Students?

Besides the quality of the given feedback, it is also important to know how much it is received and what interpretations were done to revise the text.

Table 12

Revised Conjunction Errors

Conjunction Errors	Corrected by the Feedback	Self- corrected	Not corrected	Under Corrected	Redundant Correction	Different Sentence Formed
Syntactical Errors	2	2	10	1	2	
Graphological Errors	2					
Punctuational Errors	2		2			

Table 12 shows that most of the syntactical errors have not been corrected by the writers. Nine of these errors could not be corrected because they have been unobserved by the peers. However, one of them has not been corrected or could not be corrected because of a misdetection. In the student paper 1.19, it is stated that “*It has a really good view in İstanbul. And also there are some historical museums.*” Here the syntactical addition error of “and” and punctuational omission error of comma after “also” could not be detected accurately. Only punctuational error detection has been provided by the peer. However, the writer could not even repair the punctuational error. Besides, one of the syntactical errors has been under corrected because of the misdetection. While only two of the syntactical errors have been corrected with the help of the peer feedback, two of them have been self-corrected without any peer feedback.

Half of the punctuational errors have been corrected with the help of the peer feedback, and the other half have not been corrected because they have been unobserved by the peers. In contrast, all the spelling errors have been corrected with the help of the peer feedback.

Lastly, although there have been three redundant error detections, only two of them have been corrected as they are suggested. In the student paper 1.7, instead of “so”, “therefore” has been suggested, and the writer has used “therefore” to correct the sentence redundantly. In the student paper 1.20, instead of “also” “what is more” has been used as suggested. However, in the student paper 1.10, the writer has not changed the use of “because” before a clause even though it has been suggested using “because of” by the peer.

Table 13

Revised Pronoun Errors

Pronoun Errors	Corrected by the Feedback	Self-corrected	Not Corrected	Under Corrected	Redundant correction	Different sentence formed
Morphological Errors	1	2	1			
Syntactical Errors	2		2			

Table 13 demonstrates that most of the morphological errors have been corrected by the writers without any feedback; only one of them has been corrected with the help of the feedback. Besides, one of them has not been corrected because of a lack of feedback.

Half of the syntactical errors have been corrected with the help of the feedback, but the other half have been unobserved so that they have not been corrected.

Table 14

Revised Definite Article Errors

Definite Article Errors	Corrected by the Feedback	Self-corrected	Not Corrected	Under Corrected	Redundant Correction	Different sentence formed
Syntactical Errors			5			

Table 14 shows that none of the definite article errors have been corrected because all of them have been unobserved. In addition, although there has been one redundant detection about the suggestion of omitting “the” in the student paper 1.16, the writer has not made any redundant correction.

Table 15

Revised Phoric Adverb Errors

Phoric Adverbs Errors	Corrected by the Feedback	Self-corrected	Not Corrected	Under Corrected	Redundant Correction	Different sentence formed
Syntactical Errors	2		2			
Lexicological Errors			2			

According to table 15, only two of the syntactical errors have been corrected with the help of the feedback. The other two of them have not been corrected. One of the not corrected errors has been unobserved, but the other one has been misdetected as the punctuational error

in the student paper 1.19. However, the writer has not changed anything about the error at all.

Lastly, none of the lexicological errors have been corrected because none of them have been detected by the peers.

How Much of the Errors are Corrected After Peer Feedback?

After peer feedback, 18 papers with discourse marker errors have been analysed again. Conjunction errors have stayed as the most problematic part again. However, the least problematic part is identified as the pronoun related errors part.

Table 16

Conjunction Errors After Peer Feedback

Conjunction Errors	Omission	Addition	Selection	Ordering	Total
					12
Syntactical		3	3	4	10
Graphological					0
Punctuational	2				2

According to table 16, syntactical addition and selection errors have been decreased in number. However, ordering errors have stayed the same. So, previously made 15 syntactical errors have decreased to 10 in total. Previously made two graphological errors have been repaired completely. Lastly, the punctuational omission errors have also decreased. This means that peer feedback has repaired 42% of the syntactical errors, 100% of the graphological errors, and 50% of the punctuational errors.

Table 17

Pronoun Errors After Peer Feedback

Pronoun Errors	Omission	Addition	Selection	Ordering	Total
					3
Morphological			1		1
Syntactical	1	0	1		2

Table 17 reveals that previously made four morphological selection errors have decreased to one. Syntactical selection errors have decreased to one, as well. While previously made one addition error has fully repaired, omission error stays the same. This means that 75% of the morphological errors and 50% of the syntactical errors have been repaired by the peer feedback.

Table 18

Definite Article Errors After Peer Feedback

Definite Article Errors	Omission	Addition	Selection	Ordering	Total
					5
Syntactical	2	3			5

Table 18 demonstrates that none of the previously made syntactical errors have been repaired. So, this means that peer feedback has not worked efficiently in this part.

Table 19

Phoric Adverbs Errors After Peer Feedback

Phoric Adverbs Errors	Omission	Addition	Selection	Ordering	Total
					4
Syntactical		1		1	2
Lexicological			2		2

Table 19 shows that half of both previously made syntactical addition and selection errors have been repaired. So, peer feedback has decreased the errors by 50%. However, none of the lexicological selection errors have been corrected.

When the quality of the peer feedback has been examined, it is seen that corrections after the feedback session, does not only depend on the feedback itself. Writers also have had some self-correction even though they could not get any proper feedback.

Overall, after peer feedback 42% of the conjunction errors, 62% of the pronoun errors, and 33% of the phoric adverbs errors have been corrected. So, the total correction of all the errors

is 40%. However, only 30% of the corrections have been made with the help of the peer feedback because 10% is self-correction of the writers. Then, contrary to Anson and Anson (2017), Diab (2010), and Yang et al. (2006) peer feedback did not really improve students' language use in writing skill although they were previously trained for peer editing as suggested by Berg (1999); Chong (2017); Diab (2010); Harmer (2008); Moussaoui (2012); and Yang et al. (2006). Students also improve self-correction while interpreting peer feedback as a result of their self-efficacy, and critical reading and writing skills similarly mentioned in the studies of Berg (1999) and Ruegg (2014).

Does Teacher Feedback Have an Effect on Discourse Markers Used by Pre-intermediate Level Learners in Writing?

How Much of the Teacher Feedback is Received by the Students?

Before Teacher Feedback

Before teacher feedback, students' second writing papers have been analysed for the errors. In this part, it is revealed that among the 21 participants, the student papers 2.3 and 2.21 have no errors related to discourse markers. According to the rest of the 19 papers, error analysis shows that conjunctions are again the most problematic part of the discourse markers in the student papers.

Table 20

Conjunction Errors Before Teacher Feedback

Conjunction Errors	Omission	Addition	Selection	Ordering	Total
Syntactical Errors	4	6		2	12
Graphological Errors	1				1
Punctuational Errors	13				13
Lexicological Errors			2		2

Table 20 shows that most of the errors are syntactical and punctuational. Although syntactical errors vary as omission, addition, and ordering, punctuational ones are only omission errors. Most of the syntactical errors are addition of “and” even though it should not be present there. Besides, addition of “because of”, “so”, and “or” have been seen in the papers. For example, in the student paper 2.7 redundant addition of “because of” is seen:

“According to a survey, people who study at least one university, find job more easily, and make a good career because of their job in the world.”

Another example is from the student paper 2.11 as the use of “or” *“... if you want you can find or you can get a job.”*

One last example is from the student paper 2.19 as the use of “and” *“At university we have a lot of different lessons and different people.”*

In addition to that, syntactical omission errors have been mostly related to the omission of “and” and “or”. For instance, in the student paper 2.14, it is stated that *“It improves students’ language skills such as listening, speaking, writing”* even though there has to be an “and” before ending the list of the skills. One more example is from the student paper 2.13 as “Even though you are not good enough at any language skills like listening, reading, speaking; teachers will...” and “or” is missing in the given list of skills.

Last syntactical errors have been about ordering of “when” and “since”. In the student paper 2.14 the use of “since” causes fragment: *“... students can enlarge their knowledge of culture at the prep class. Since they read books which are related to the department.”* In the student paper 2.17 the use of “when” is the error: *“When you are hungry, if you do not know how to cook, you cannot prepare something.”*

There has been only one graphological error in the use of “and” as stated in the student paper 2.19; *“... it is too difficult to find a job an earn money”*.

All the punctuational errors are omission of comma either before or after the conjunctions. For instance, in the student paper 2.12 omission of a comma before “but” is seen as *“You do not know anyone but you will learn the life conditions”* and in the student paper 2.5 omission

of comma after “also” is seen as “*Also you have chance to explore different things to do.*”

Another example is seen in the student paper 2.7 as the omission of a comma in between the sentences connected with “when”; “*When you graduate from university you can find a job more easily in companies or factories.*”

Finally, all the lexicological errors are selection of the wrong conjunction to link the ideas. One of the examples is seen in the student paper 2.8 as “Even there are full of homework, these homeworks learn new words and rules of a language.” Here adverb “even” is used in the place of the conjunction “even though/if”. The other example is seen in the student paper 2.19 as the wrong selection of “on the other hand” in the place of “in addition”; “People who graduate from university can set up their job such as pharmacy. On the other hand, they can work as an accountant, instructor, teacher, or doctor.”

Table 21

Pronoun Errors Before Teacher Feedback

Pronoun	Omission	Addition	Selection	Ordering	Total
Errors					6
Syntactical		2	3		5
Errors					
Lexicological			1		1
Errors					

According to table 21, nearly all of the pronoun errors are syntactical while only one of them is lexicological. Syntactical addition errors are related to the redundant addition of “it” as they are stated in the student paper 2.14 “*Secondly, it improves students’ language skills...*” and in the student paper 2.20 “*You can easily express yourself and be confident about it.*” In these two sentences the pronouns “it” does not clearly refer to something. Syntactical selection errors are seen in the student paper 2.4 as the selection of “they” instead of “students”; “*Getting to know the department and making sure it is what they want is very important...*” and in the student paper 2.10 “they” has been selected instead of “it”; “*I*

strongly concur that everyone should study at university. They play a fundamental role in today's educational system...” Also, in the student paper 2.11 selection of “you” is seen in the place of “your”; “*You can find you own way without it.*” Lastly, only one lexicological selection error is in the student paper 2.17 as “If they studied at university, they would know our culture” and here the selection of “our” should replace “their”.

Table 22

Definite Article Errors Before Teacher Feedback

Definite Article	Omission	Addition	Selection	Ordering	Total
Syntactical Error	5	7	2		14

Table 22 demonstrates that most of the syntactical errors are addition of definite article redundantly. For instance, in the student paper 2.5 “...you start a new life which needs patience, skills, and the other features” “the” should not be present there. The same problem is seen in the student paper 2.17 as “I have a friend who is not studying at the university.”

Omission errors are the second most common errors related to the definite article. To exemplify that in the student paper 2.15 “the” has been omitted although it should be present: “necessity of prep class”. Another example is from the student paper 2.6 as “... what classes you are going to have next year”, and “the” is missing before “next”.

According to table 22, only two selection errors have been made. In the student paper 2.8 “rules of a language” should be “rules of the language” because the language has been specified as English, throughout the paragraph. Also, in the student paper 2.17 “according to the recent study” expression is a wrong selection because this study is mentioned for the first time in the text and it should be “a study”.

Table 23 reveals that there have been only two syntactical errors related to phoric adverbs. All of them are seen in the same paper which is paper 2.19. First of the errors is selection error; “If we choose one for our ability and graduate from there, we can find a job...” Here,

“there” is the wrong selection it should be specified as “university”. The other one is an addition error; “If we go to university, we make different friends because there are lots of students and teachers there.” Here, the university is not a specific place that we could call as “there”.

Table 23

Phoric Adverbs Errors Before Teacher Feedback

Phoric Adverbs Errors	Omission	Addition	Selection	Ordering	Total
Syntactical Errors		1	1		2

After teacher feedback, it has been revealed that interpretation of the given feedback is not direct, and on some occasions, students have formed completely new and different sentences to repair the errors although some of the errors have just stayed the same. Also, in one paper, the error has been under corrected and caused another error.

Table 24

Revised Conjunction Errors After Teacher Feedback

Conjunction Errors	Corrected by Feedback	Not Corrected	Under Corrected	Different Sentence Formed
Syntactical Errors	8	2		2
Graphological Errors	1			
Punctuational Errors	5	4	1	3
Lexicological Errors	1	1		

Table 24 reveals that among the 12 syntactical conjunction errors eight of them corrected with the help of the teacher feedback, but two of them have changed completely and grammatically correct new sentences have been formed. For example, in the student paper 2.8 “*There is a listening-speaking lesson, There are class presentations and final*

presentations” expression has needed conjunction in between two sentences to avoid run-on sentences. However, instead of this correction, the student has changed his/her idea completely to be able to repair the content of the paragraph based on the feedback written on the paper by the teacher as “*come up with a new idea for the second supporting sentence.*” In addition, in the student paper 2.13 “*Even though you are not good enough at any language skill like listening, reading, speaking; teachers will encourage you...*” has needed an “or” in the list of the skills. However, the student has shortened the sentence and deleted the list completely as “*Even though you are not good enough at any language skills; teachers will...*”

Besides the syntactical errors, punctuational errors also have newly formed sentences in the correction process. For instance, in the student paper 2.1 “*You may confused some grammar rules or you can have some pronunciation mistakes*” sentence has been corrected with a different sentence formed in the place of using a comma before “or”. However, it is seen that the student has made this change through the teacher feedback made on the content of the text because this sentence would repeat the same idea as the previous sentence in the paragraph. New sentence “*While studying at prep class, you can correct your mistakes*” is a grammatically correct sentence that also completes the previous sentence well in terms of content.

The second newly formed sentence is from the student paper 2.2. “*Another point is learning. If you have lack of information about requirements of department such as writing, listening, speaking, and grammar you can learn this requirements*” here student has been asked to use a proper punctuation, comma, to link the sentences with “if”, but student has changed the whole supporting sentence because it has repeated the previously mentioned idea in the first supporting sentence. Newly formed sentences have been grammatically proper in terms of discourse markers.

The last example is from the student paper 2.18. “*Thus, they can have self-confidence and they learn to live independently.*” This sentence has needed proper punctuation, comma,

before “and” to link the sentences properly. Yet, the sentence has been shortened, and the part after the “and” has completely deleted by the writer as; “*They can have self-confidence. The second point ...*” So, the newly formed sentence is grammatically proper, although it has not followed the feedback.

Moreover, it is seen that one of the punctuational errors has not been properly corrected and caused another error. In the student paper 2.9 “*I have learned lots of things, have friends and I have so much fun there*” sentence has been asked to be repaired by adding the proper punctuation, a comma, before “and” to link the sentences properly. However, instead of adding the punctuation mark, the writer has removed the conjunction “and” and used only commas to link the sentences which also has caused a syntactical omission of “and”: “*I have learned lots of things, have had friends, have had so much fun there.*”

Table 25

Revised Pronoun Errors After Teacher Feedback

Pronoun Errors	Corrected by Feedback	Not Corrected	Under Corrected	Different Sentence Formed
Syntactical Errors	4	1		
Lexicological Errors	1			

According to table 25, it is seen that almost all the feedback interpreted properly and corrected. No different new sentences have been formed. Only one of the syntactical errors has stayed the same without any correction.

Table 26

Revised Definite Article Errors After Teacher Feedback

Definite Article Errors	Corrected by Feedback	Not Corrected	Under Corrected	Different Sentence Formed
Syntactical Errors	13	1		

Table 26 demonstrates that nearly all the syntactical errors have been corrected with the help of the teacher feedback, and different sentences have not been formed. Only one error has been missed and stayed not corrected.

Table 27

Revised Phoric Adverb Errors After Teacher Feedback

Phoric Adverbs Errors	Corrected by Feedback	Not Corrected	Under Corrected	Different Sentence Formed
Syntactical Errors	2			

Lastly, all the phoric adverbs related errors have been corrected with the help of the teacher feedback. No different sentences have been formed.

How Much of the Errors are Corrected After Teacher Feedback?

After teacher feedback, 19 student papers have been analysed again. Even though nearly all the errors have been corrected, there have still been a few errors related to mostly conjunctions.

Table 28

Conjunction Errors After Teacher Feedback

Conjunction Errors	Omission	Addition	Selection	Ordering	Total
Syntactical Errors	2	1			3
Graphological Errors					0
Punctuational Errors	4				4
Lexicological Errors			1		1

According to table 28, students have had difficulty mostly to correct the punctuational related conjunction errors and failed. Nearly all the syntactical and lexicological errors have been corrected while only one graphological error has been corrected.

Table 29 shows that almost all the pronoun errors have been corrected, but only one syntactical selection error has not been corrected after teacher feedback.

Table 29

Pronoun Errors After Teacher Feedback

Pronoun Errors	Omission	Addition	Selection	Ordering	Total
Syntactical Errors			1		1
Lexicological Errors					0

Table 30

Definite Article Errors After Teacher Feedback

Definite Article Errors	Omission	Addition	Selection	Ordering	Total
Syntactical Errors	1				1

Table 30 also demonstrates that almost all the definite article errors have been corrected, but only one syntactical omission error has not been corrected.

Table 31

Phoric Adverbs Errors After Teacher Feedback

Phoric Adverb Errors	Omission	Addition	Selection	Ordering	Total
Syntactical Errors		0	0		0

Lastly table 31 shows that all the phoric adverb related errors have been corrected after teacher feedback.

Overall, teacher feedback has been interpreted properly by most of the students so, they were good at interpreting and revising teacher feedback similar to the findings of Yang et al. (2006) and Zhao (2010), and teacher feedback provided 71,42% correction in conjunctions related errors, 83,33% correction in pronoun related errors, 92,85% correction in definite article related errors, and 100% correction in phoric adverb related errors. In conclusion, teacher feedback provided 80% correction on the papers in terms of discourse markers.

Is Peer Feedback as Effective as Teacher Feedback to Improve Discourse Markers in the Writing of Pre-intermediate Level Learners?

Results have revealed that while peer feedback has 30% of positive effect on the improvement of discourse markers, teacher feedback has 80% of positive effect. It is safe to say that peer feedback is not as effective as teacher feedback to improve discourse markers in the writing process of the learners.

What are the Attitudes of the EFL Learners towards Peer and Teacher Feedback in the Writing Process?

Positive Attitudes towards Peer Feedback

Most of the students have stated that they find peer feedback effective. Some of them think that it is good preparation for the writing exams especially in terms of improving grammar and vocabulary. For some, it helps them correct their mistakes they could not notice while writing, and they say that they learn from their peers. For example, student 1 has stated that “Sometimes I make small mistakes I cannot notice, and with the help of my friend I can easily correct them.” Student 14 thinks that “I think it is effective because if we want to have this profession in the future, it helps us to learn it and as we always do it in this process, we get used to it.”

Nearly all students think that peer feedback is necessary in the writing learning process because they believe that they learn especially the grammar rules and the text organization permanently through peer feedback. They think feedback is important for learning writing process therefore, they must make use of their peers' ideas as feedback as well. They realize the errors that they could not see while writing. Also, some of them stated that as the prospective language teachers, this is a good practice for them. At this point the study agreed Berg (1999), Byrd (2003), Min (2006), and Moussaoui (2012) that they developed critical reading and writing, they were courageous and believed they improved their skills and got ready for their future professions.

Very few students have stated that they believe in their peers' accuracy right away. They rarely get suspicious, and when they do, they ask their friends to make sure. Also, only one of the students stated that peer feedback is explanatory enough.

Some of the students find peer feedback quite positive, and they feel happy to see their mistakes before the exam time or before the teacher. Student 3 has expressed that "It is not bad because we all came here to learn so, when someone finds my mistake, I say that look, this is wrong. I can see that. It makes me feel good generally", and student 15 agrees "There may be mistakes that I think they are correct and when I learn correct forms, I feel happier. It also affects our success in exams".

Negative Attitudes towards Peer Feedback

Some of the students have stated that peer feedback is not really helpful because peers are not profound enough. Student 3 thinks that "I do not think it is effective because I try to care about it, but when someone careless edits my paper, I see that there are not good things written on it", and student 21 has expressed that "I do not think so. It could be better when teachers check."

A few of them have stated that it is not necessary. Instead, more teacher feedback could be provided.

Some of the students have stated that they do not believe the accuracy of the peer feedback at all and for each and everything, they do research to make sure of their errors. To exemplify that student 21 answers the question as “No, because I am not sure of it. If they knew, they would not be here”, and student 16 has stated that “I mostly do not find them accurate; I rewrite in the way I wrote before”.

Some students think that peer feedback is not explanatory at all. They think that as students they are not profound enough to give detailed feedback. Also, sometimes they just use the symbols, or they write short notes, but when they are asked, they cannot explain the error clearly. Sometimes, they just write good comments to avoid errors and explanations. For example, student 13 has expressed that “I do not think so because I do not see myself efficient, too. That is why teacher feedback is better”.

Only two of the students find peer feedback annoying. When they see their errors, they feel disappointed or insufficient for the department. For instance, student 4 has stated that “Sometimes, I get angry. Sometimes I am so sure that I get angrier. I try to talk to them, but they ran away from me a few times. They are not sure of themselves too”, and student 20 has expressed that “When I realize my failure, I feel sad because I am insufficient, but I think about that topic more and I try not to repeat my mistake”. For a few of them, it depends on the peer or the errors. If they have some issues with the peer personally, they may feel uncomfortable and angry, or if they make serious mistakes, they may feel disappointed when this is found by their peer. Student 9 has stated that “As I said before if you have problems with the person doing peer edit and s/he just focuses on mistakes, it may be disturbing”.

There were also some students whose attitude towards peer feedback depend on the peer. They stated that the efficiency of the peer feedback changes according to the peer. If they care about giving feedback properly, it becomes very helpful, but if they do not care and give the feedback negligently, it does not help at all. Student 18 has stated that “I am not so

sure about it. It is sometimes ineffective but sometimes it is useful, too”. Student 9 has answered the question similarly by saying “Sometimes, it is. If you have problems with the person doing peer edit, s/he may focus on the mistakes rather than give feedback and this makes peer edit ineffective. Overall, it is good to see your mistakes”.

Only one of the students is not sure whether peer feedback is necessary or not. S/he has stated that there might be some points which could be useful and necessary.

Most of the students think that the accuracy of the peer feedback depends either on the peer or the error. They stated that they cannot be sure of some of their peers’ knowledge, so they question the feedback they get and search for it by asking for another peer, teacher, or the internet. In the end, sometimes they realize that what they know is more accurate. However, sometimes they realize that they have made a basic or minor mistake, so they believe in the peer and make the correction without hesitation. For instance, student 3 has stated that “I generally read and then search for it. Sometimes, I see that they are inaccurate. I know the correct form, I search for it, and I see that they are wrong. Sometimes it is wrong, but some students edit very well. I believe in their accuracy, but I do not for some”.

Most of the students think that explanatory feedback depends on the peer, as well. If the peer is good at writing or if they care about giving feedback, it is explanatory enough and easy to understand, but as it is stated before, sometimes they give feedback negligently or they do not have enough knowledge, so the feedback is not explanatory enough. For instance, student 14 has stated that “It depends on friends. It is effective to get feedback from a friend who really knows, but some feedbacks may not be satisfactory”. Overall, most of the students think that peer feedback is occasionally accurate and explanatory just as Carson and Nelson (1996 as cited in Diab, 2010) mentioned.

Most of the students do not feel positive or negative about peer feedback. They have stated that they find it normal to make mistakes because everyone can make mistakes, they do not feel disappointed. For example, student 10 has said that “I do not feel anything actually; I do not know, I feel neutral”, student 7 answers similarly by saying “It is not a big deal for me.

We are not perfect; we try to learn things here so; we could guide each other”, and student 2 has stated “I do not feel sad because I may have made a mistake because of the excitement I had, so correction is so natural. I do not feel anything”. So, similar to the study results conducted by Ghahari and Sedaghat (2018), Tsui and Ng (2000), Yang et al. (2006), and Zhao (2010) students were not completely negative about peer feedback.

Positive Attitudes towards Teacher Feedback

All the students find teacher feedback effective and helpful. Student 13 has answered like “Yes, definitely. I remember my first paragraphs; they were full of mistakes detected with a colourful pen. Before feedback I thought it had been very good, I would get good grades. Then, I saw my mistakes and I improved myself a lot”, student 16 agrees “Definitely it is the best because it is better when you give feedback because you are more experienced. That is why it helps me more in exams”, and student 18 states that “Yes, it is absolutely effective because they are the ones who are good at their jobs and will inform us a lot in this process”. Similarly, all the students find teacher feedback necessary in the writing learning process. They think that teachers know the topic professionally and they are good at giving necessary and helpful feedback. They know how to repair the grammatical errors besides the text organization and content. Student 2 states that “Teacher feedback is more important than peer feedback, so we should have it”, student 16 agrees by saying “Definitely because when we have just peer feedback, it is restricted to our friends’ knowledge. It is better when you check too”.

Nearly all the students believe in the accuracy of the teacher feedback likely in the research of Tsui and Ng (2000), Yang et al. (2006), and Zhao (2010), but they also feel comfortable to ask their teacher for extra explanation. They see the teacher as the most profound authority, so they do not question the feedback much. Student 13 has answered the question as “Yes because they are more knowledgeable than me; they studied four or five years for

this department. I believe in them”, student 4 states that “I believe 99%. For the 1% part, I think about what I have tried to explain with my text to see what is wrong. Then, I get convinced that it is wrong”, and student 15 agrees “Yes because the teacher is the expert”. Likewise, nearly all the students find the teacher feedback explanatory enough. For example, student 4 states that “yes, you both take notes and use symbols, then explain them. When I do not understand something, you are always there, and I can ask easily”, and student 18 says that “Yes, because it shows the things, I have not ever been aware of, it is explanatory and help me understand better”. Overall, unlike Zhao’s conclusion (2010), students found teacher feedback more understandable.

Only a few students consider teacher feedback as positive, and they say that they feel improved, so they feel happy and more ready for their department. To exemplify, student 12 has expressed that “As I said before, I do not find it humiliating. You know more things, and we learn from you, so I feel happy”, and student 13 agrees “Everyone can make mistakes. I get happy because we correct my mistakes together. This is good”.

Negative Attitudes towards Teacher Feedback

Only one of the students thinks that teacher feedback is not explanatory. The student has stated that sometimes his/her paper should be controlled in a more detailed way instead of saying it was a fine text.

Some students feel negative about teacher feedback. They say that they feel upset, disappointed and stressed when their errors are detected by the teacher, so they feel more stressed for the upcoming writing exams. For instance, student 3 has stated that “Sometimes I think that I am not good enough because when your friend finds your mistakes you do not feel that, but when your teacher writes lots of things, you think that you make so many mistakes and you feel bad. My mistakes make me sad when I see your corrections about them, but I work on them a lot”, and student 20 expresses that “I feel more upset and I want

to focus more to see why I had so many mistakes on that topic, and I try not to repeat the same mistakes because my teacher will question me more. I get stressed because she/he will see my mistakes again. When I try to be more careful, I can make more mistakes sometimes”. There were some students who expressed that their attitudes towards teacher feedback depends on some occasions, as well. There are a few students who think that accuracy depends on the teacher or the topic. They have stated that there are some teachers that they find very authoritative, so they do not question their feedback. Yet, there are also some teachers who are not convincing enough with the provided feedback, so students may have questions left in their minds. On such occasions, they do research or ask some other teachers for help. For instance, student 5 has stated that “It depends on the teacher, I think. There might be some teachers we trust unconditionally, and there might be some teachers we question sometimes”, and student 12 says “I question them too because I think every teacher knows different things after all I sometimes question them too, then I search and learn the truth”.

Also, one of the students has stated that explanatory teacher feedback depends on the occasion because sometimes the feedback seems confusing, and s/he might need to ask some more questions for a detailed explanation.

Most of the students do not feel something negative or positive for the feedback they get from the teacher. They have stated that there is no difference between teacher feedback and peer feedback in terms of feelings because they think it is normal to make mistakes. For instance, student 9 has answered “I do not feel uncomfortable”, and student 10 has stated that “Well, I care more than peer feedback. Actually, it is neutral too, but I try to be more careful”. Only one student has stated that if his/her mistakes are serious, s/he gets very upset and disappointed, but normally, learning from his/her mistakes makes him/her happy.

Lastly, when the students are asked to choose either peer feedback or teacher feedback, they all preferred teacher feedback since they think that all in all, teacher feedback is more

effective than peer feedback. So, this agrees with the research by Lee (2015) and Zhang (1995 as cited in Diab, 2010) which suggested the same idea before.

CHAPTER V

CONCLUSION

This chapter includes three main subjects as the interpretation of the findings of the study, implications of the study, and recommendations. Initially, the results of the study were interpreted answering the research questions. Then, some pedagogical implications of this study were discussed, and finally, some recommendations for future studies were produced.

Interpretation of the Main Results

The current study had some goals. First, it aimed to analyse the effectiveness of peer feedback on a certain language structure chosen as discourse markers. Second, it aimed to analyse the effectiveness of teacher feedback on the discourse markers to compare with peer feedback. Lastly, the study intended for learning about the attitudes of EFL learners about peer and teacher feedback. Considering the aims of the study following research questions were asked:

- I. Does peer feedback have an effect on discourse markers used by pre-intermediate level learners in their writing?
 - a. Is peer feedback qualified enough to detect discourse marker related errors?
 - b. How much of the peer feedback is received by the students?
 - c. How much of the errors will be corrected after peer feedback?

- II. Does teacher feedback have an effect on discourse markers used by pre-intermediate level students in their writing?
 - a. How much of the teacher feedback is received by the students?
 - b. How much of the errors will be corrected after teacher feedback?
- III. Is peer feedback as effective as teacher feedback to improve discourse markers in the writings of pre-intermediate level learners?
- IV. What are the attitudes of the EFL learners towards peer and teacher feedback in the writing process?

In order to answer the research questions, peer feedback and teacher feedback activities were analysed, and some conclusions were made. First of all, it is concluded that students used so many different discourse markers in their paragraphs. Some of them were really problematic, yet they were not corrected properly through peer feedback since they were not accurately detected by peers. Therefore, it is revealed that peer feedback had very little effect on students' discourse marker use in their writing text because of its low quality. So, peer feedback did not really improve students' language use in writing skill although they were previously trained for peer editing. It might be concluded that training for peer feedback did not really make a change in the performance of the peers, or the quality of the feedback. Overall, this study revealed that peers are not really capable of detecting errors since most of the errors were unobserved.

Secondly, this study uncovered that peer feedback contributed very little to the revision of the papers. However, students also improve self-correction while interpreting both peer and teacher feedback as a result of their self-efficacy, and critical reading and writing skills. Especially insufficient detections and misdetections in peer feedback could have led them think critically and search for the correct use of the language.

The third conclusion is that peer feedback also caused some redundant corrections. Although there have been only four redundant detections in total, half of them were considered as accurate and corrected by the writers redundantly. In addition, the students claimed that they

occasionally find peer feedback accurate depending on the peer. It is obvious that when they trust their peers' language level or positive attitudes, they could revise their texts even redundantly without questioning.

Next, teacher feedback has a higher level of effect on the students' writing, and most of the feedback received and corrected their errors. Even though students received indirect feedback through correction symbols, they were good at interpreting and revising teacher feedback. They mostly corrected their problematic discourse markers with the help of the teacher feedback. Accordingly, they could have interpreted their peers' feedback as well if they had been able to receive accurate feedback. Students found teacher feedback more understandable. Then, teacher feedback is definitely more effective than peer feedback.

Moreover, according to the interview results, it is suggested that most of the students have a positive attitude towards peer feedback; they found it helpful and necessary, and they developed critical reading and writing, they were courageous and believed they improved their skills and got ready for their future professions.

On the other hand, most of the students think that peer feedback is occasionally accurate and explanatory. Students stated that this depends on the peer, his or her language level and motivation for giving feedback. Besides, depending on the peer, their feelings about being corrected by a peer change although most of them feel neutral about it.

Since they consider teachers as experienced and knowledgeable, they all find teacher feedback helpful and necessary. Most of them have more positive feelings about teacher feedback, and they stated that they do not hesitate the accuracy of the teacher feedback.

Nearly all of them are neutral in feelings about getting feedback from the teacher; however, the ones feeling negative are high in number than the ones who feel positive mostly because teacher is a source of stress for the students in terms of making mistakes and disappointing teacher.

Lastly, all would prefer teacher feedback to peer feedback since it is more accurate and explanatory. Yet, they were not completely negative about peer feedback because they

believe that it is necessary for them to improve their language skills and get ready for their prospective career.

Pedagogical Implications of the Study

This case study has some implications for language teachers in the EFL context. Firstly, it might be meant that peer feedback is not as effective as teacher feedback in terms of language use quality despite some training activities. However, it can still be used in language classes as a revision activity to improve the critical reading and writing skills of the learners. Also, peer feedback is useful for the feedback provider and the feedback receiver because they improve self-correction skills, as well.

Peer feedback can also be used for improving investigating skills because most of the students were sceptical about their peers' detections so, they searched for the accurate form while revising.

Peer feedback can be a classroom activity rather than an assignment so that with the guidance of the teacher, more accurate feedback can be provided for the learners. This can also be time and labour saving for the teacher, as well since providing feedback requires too much extra time and energy for the teacher.

Since students' feelings about peer feedback mostly depend on the peer, while matching the peers, their relationships could be taken into account. It could be more beneficial not to match the ones who have strong negative feelings for each other to have more efficient results of the peer feedback activity both as a classroom task or assignment.

Lastly, it is obvious that the value and effectiveness of teacher feedback cannot be underestimated. Students care about their teacher's view more than anyone's while writing. So, teacher feedback must always be included in the writing process.

Recommendations for Future Studies

Considering the limitations of this study, there might be more effective further studies on peer feedback. To begin with, this study was conducted in four different classes with three different teachers. There might be a study with just one class taught by one teacher. In addition, in this study there were only 21 participants; in further studies, more students could be included.

This study concentrated only on the discourse marker use of the students. Therefore, the data were limited to the discourse marker related errors and their corrections. Next studies could focus on broader areas of language use. Also, content and organization-based analysis could be included in the quality of peer feedback.

Lastly, in this study peer feedback activity was assigned as homework because of the time limit and tight teaching pace. In further studies, it can be practiced as a classroom activity to see the results more clearly.

REFERENCES

- Anson, I. G., & Anson, C. M. (2017). Assessing peer and instructor response to writing: A corpus analysis from an expert survey. *Assessing Writing*, 33, 12-24.
- Askew, S. (2000). Feedback for learning. In E. Hargreaves, B. McCallum, & C. Gipps, *Teacher Feedback Strategies in Primary Classrooms-new evidence*. London: Routledgefalmer.
- Aysu, S. (2017). The use of discourse markers in the writings of Turkish students of English. *Journal of Higher Education and Science*, 7(1), 132-138. doi: 10.5961/jhes.2017.191.
- Becker, A. (2006). A review of writing model research based on cognitive processes. In A. Horning & A. Becker (Eds.), *Revision: History, theory, and practice* (pp. 25-49). West Lafayette: Parlor.
- Berg, E. C. (1999). The effects of trained peer response on ESL students' revision types and writing quality. *Journal of second language writing*, 8(3), 215-241.
- Brookhart, S.M. (2008). *How to give effective feedback to your students*. <http://www.ascd.org/publications/books/116066.aspx>.
- Brown, H. D. (2000). Principles of language learning and teaching. New York: Longman.
- Brown, H. D., (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd Edition). New York: Pearson Education.
- Brown, G. & Yule, G. (1983). *Discourse Analysis*. New York: Cambridge University.

- Byrd, D. R. (2003). Practical tips for implementing peer editing tasks in the foreign language classroom. *Foreign Language Annals*, 36(3), 434-441.
- Chong, I. (2017). How students' ability levels influence the relevance and accuracy of their feedback to peers: A case study. *Assessing Writing*, 31, 13-23.
- Comer, D. K., Clark, C. R., & Canelas, D. A. (2014). Writing to learn and learning to write across the disciplines: Peer-to-peer writing in introductory-level MOOCs. *The International Review of Research in Open and Distributed Learning*, 15(5).
- Corder, S. P. (1982). *Error analysis and interlanguage* (Vol. 198, No. 1). Oxford University Press.
- Daniel, J. (2011). *Sampling essentials: Practical guidelines for making sampling choices*. Sage.
- Diab, N. M. (2010). Effects of peer-versus self-editing on students' revision of language errors in revised drafts. *System*, 38(1), 85-95.
- Erdoğan, V. (2005). Contribution of error analysis to foreign language teaching. *Mersin University Journal of the Faculty of Education*, 1(2), 261-270.
- Fraser, B. (1999). What are Discourse Markers? *Journal of Pragmatics*, 31, 931-952.
- Ghahari, S., & Sedaghat, M. (2018). Optimal feedback structure and interactional pattern in formative peer practices: Students' beliefs. *System*, 74, 9-20.
- Gutwinski, W. (2011). *Cohesion in literary texts: a study of some grammatical and lexical features of English discourse* (Vol. 204). Walter de Gruyter.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Harmer, J. (2001). *The practice of English language teaching*. Longman, 1560 Broadway, New York, NY 10036.
- Harmer, J. (2008). How to Teach Writing: seventh impression. *Malaysia: Pearson Longman*.
- Hatch, E. (2001). *Discourse and language education*. New York: Cambridge University.

- Hyland, K. (2004). *Genre and second language writing*. USA: University of Michigan.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of second language writing*, 16(3), 148-164.
- Kroll, B. (2001). Considerations for teaching as an ESL/EFL writing course. Inside Celce-Murcia, M. (Ed.). *Teaching English as second of foreign language* (3rd Edition.). (pp. 227-230). the USA: Heinle & Heinle-Thomson Learning
- Lee, M. K. (2015). Peer Feedback in Second Language Writing: Investigating junior secondary students' perspectives on inter-feedback and intra-feedback. *System*. 55, 1-10.
- Leijen, D. (2014). Applying machine learning techniques to investigate the influence of peer feedback on the writing process. In D. Knorr, C. Heine & J. Engberg (Eds.), *Methods in writing process research* (pp. 167-183). Frankfurt am Main: Peter Lang.
- Lenneberg, E. (1967). *The biological foundations of language*. New York: J. Wiley & Sons.
- Liu, M., & Braine, G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System*, 33(4), 623-636.
- Lyons, C. (1999). *Definiteness*. New York: Cambridge University Press.
- Min, H. T. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of second language writing*, 15(2), 118-141.
- Moussaoui, S. (2012). An investigation of the effects of peer evaluation in enhancing Algerian student's writing autonomy and positive affect. *Procedia-Social and Behavioral Sciences*, 69, 1775-1784.
- Olshtain, E., Celce-Murcia, M. (2011). Discourse analysis and language teaching. Inside Schiffrin, D., Tannen, D., & Hamilton, H.E. *The handbook of discourse analysis*. (pp.707-722). Blackwell Publishing.
- Persky, H. R., Daane, M. C., & Jin, Y., (2003). *The nation's report card: Writing 2002* (NCES 2003-529). U.S. Department of Education. Institute of Education Sciences.

- National Center for Education Statistics*. Washington, DC: Government Printing Office.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive Grammar of the English Language*. London: Longman.
- Rahimi, M. (2011). Discourse markers in argumentative and expository writing of Iranian EFL learners. *World Journal of English Language*, 1(2), 68.
- Ruegg, R. (2018). The effect of peer and teacher feedback on changes in EFL students' writing self-efficacy. *The Language Learning Journal*, 46(2), 87-102.
- Sackstein, S. (2017). Peer Feedback in the Classroom: Empowering Students to be the experts. <http://www.ascd.org/publications/books/overview/peer-feedback-in-the-classroom.aspx>.
- Schiffrin, D., Tannen, D., & Hamilton, H.E. (2011). *The handbook of discourse analysis*. Blackwell Publishing.
- Silva, T. (1993). Towards an understanding of the distinct nature of L2 writing: the ESL research and its implications. *TESOL Quarterly*, 27, 657-677.
- Smetanová, E. (2013). Writing as Part of Foreign Language Acquisition. *Procedia-Social and Behavioral Sciences*, 106, 3375-3380.
- Tunstall, P., Gsipp, C. (1996). Teacher Feedback to Young Children in Formative Assessment: a Typology. *British Educational Research Journal*, 22(4), 389. doi: 10.1080/0141192960220402
- Tsui, A. B., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of second language writing*, 9(2), 147-170.
- Ur, P., (2012). *A course in English language teaching* (2nd Edition). Cambridge: University Printing House.
- Wang, W. (2014). Students' perceptions of rubric-referenced peer feedback on EFL writing: A longitudinal inquiry. *Assessing Writing*, 19, 80-96.

- Wong, B. Y., Hoskyn, M., Jai, D., Ellis, P., & Watson, K. (2008). The comparative efficacy of two approaches to teaching sixth graders opinion essay writing. *Contemporary Educational Psychology*, 33(4), 757-784.
- Yang, M., Badger, R., & Yu, Z. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of second language writing*, 15(3), 179-200.
- Yu, S., & Hu, G. (2017). Understanding university students' peer feedback practices in EFL writing: Insights from a case study. *Assessing Writing*, 33, 25-35.
- Zhao, H. (2010). Investigating learners' use and understanding of peer and teacher feedback on writing: A comparative study in a Chinese English writing classroom. *Assessing writing*, 15(1), 3-17.

APPENDICIES

Appendix A: Correction Symbols

CORRECTION SYMBOLS

Please note that some of the symbols can be used interchangeably or more than one symbol can be used at a time to point an error.

Symbol	Meaning	Example
ww	wrong word	I'm interested <u>with</u> the laser technology. ww
T	verb tense	Last night I <u>haven't finished</u> my homework. T
Sp	spelling	She <u>staid</u> with her friend during the storm. Sp
P	punctuation	I <u>know, that</u> the world is a complicated place. P
Conj	conjunction	The garlic shrimp, fried <u>clams, broiled</u> lobster are most common dishes. conj
^	insert	Police officer came ^ my house by mistake.
—	delete	Despite of his best intentions, she left in the tears.
wf	wrong form	I needed to assert my <u>independent</u> . wf
wo	Wrong word order	I like <u>very much skiing</u> . wo
s-v	subject-verb agreement	<u>He</u> always <u>talk</u> about his life. s-v
Cap	capitalization	<u>i</u> always work overtime on <u>tuesdays</u> . Cap Cap
Rw	rewrite	<i>When a sentence contains errors that cannot be corrected in isolation</i>
?	not clear; not understandable	<u>For the reason have gone</u> . ?

Appendix B: Peer Edited and Revised Student Paper Samples

Student Paper 1.1

A City That You Should Not Live

In my opinion, Kayseri which is my hometown is not a proper city for living a enjoyable life. My first reason is about climate. Kayseri has a harsh climate ^{on} the one hand, the weather in summer is too hot ^{that} you can think ~~like~~ the city is boiling. On the other hand, in winter the weather is too cold that whenever you go outside you can feel a pain in your chest. My second point is ^{it's} people. In Kayseri people tend to judge you quickly. For instance ^{AP} when a girl ³⁻⁴ wear a mini skirt, people are staring at her as if she is doing something terrible or whenever they ^{gr.} saw a boy with tattoos, they think he is a bad boy, even he can kill you. Another from that, sometimes they try to deceiving you. They want to sell something more expensive than it's cost. Whenever my cousin or uncle goes to shopping, people try to convince them as if it is the original cost. Lastly, the city ^{Cap} do not have enough facilities. For example, a teenager can not find a place to entertain himself / herself. Also some hospitals are not qualified enough for patients. Sometimes they have to send patients to another hospital. To sum up, I believe that a person who wants to live a ^{wf} fully enjoyable life should not live in Kayseri, because ^{wf} it's climate is harsh, ^{wf} it's people are strange and it has not got good facilities.

A CITY THAT YOU SHOULD NOT LIVE

In my opinion, Kayseri which is my hometown is not a proper city for living a enjoyable life. My first reason is about climate. Kayseri has a harsh climate. On the one hand, the weather in summer is too hot that you can think the city is boiling. On the other hand, in winter the weather is too cold that whenever you go outside, you can feel a pain in your chest. My second point is its people. In Kayseri, people tend to judge quickly. For instance, when a girl wears a mini skirt, people are staring at her as if she is doing something terrible or whenever they see a boy with tattoos, they think he is a bad boy, even he can kill them. Another from that, sometimes they try to deceive you. They want to sell something more expensive than its cost. Whenever my cousin or uncle goes to shopping, sellers try to convince them as if it is the originl cost. Lastly, the city do not have enough facilities. For example, a teenager cannot find a place to entertain himself/herself. Also, some hospitals are not qualified enough for patients. Sometimes they have to send patients to another hospital. To sum up, I believe that a person who wants to live a pleasurable life should not live in Kayseri because its climate is harsh, its people are strange and it has not got good facilities.

Appendix C: Teacher Edited and Revised Papers

Student Paper 2.1

TIMED WRITING 4

OPINION PARAGRAPH

Study at a prep class +2
wf.

+2
In my opinion, study at a prep class at university is so important and a good chance for a student. My first point is, correcting mistakes. You can be a student at university, ^{wf.} but you may have some mistakes in terms of grammar or pronunciation. You may confused some grammar rules, or you can have some pronunciation mistakes. While studying at a prep class, you can correct your mistakes. For example, I am studying at a prep class and I have a chance to correct my mistakes before the department. My second reason is learning new things. While studying at a prep class, you can learn some information that you can use at the department. You can learn how to write a paragraph or an essay or sometimes teachers can give you information about your department's lessons. For instance, before studying at a prep class, I had not got any idea about writing a paragraph, but now I am learning it. My last reason is improving your skills. At a prep class, you have to speak English, so, end of the year you will realize that you can speak English better than before. Also, at a prep class, while doing a listening exercise, you will get accustomed to how a native speaker speaks. Thanks to these exercises, you will improve your listening skill. To sum up, I think study at a prep class at university is a perfect chance and extremely important for a student in terms of correcting mistakes, learning new things and improving skills.

- ① You could introduce your first point by expressing the purpose of prep class here! The same for the 2nd point. And the 3rd!
- ② You repeat the same sentence!
- ③ You must specify the idea with your experience otherwise it seems that you just repeat the same idea!!
- ④ You must emphasize that you know it is going to be necessary to know how to write in your department!

STUDYING AT PREP CLASS

In my opinion, studying at prep class at university is so important and a good chance for a student. First of all, prep classes help you to correcting mistakes. You can be a student at university, but you may have some mistakes in terms of grammar or pronunciation. While studying at prep class, you can correct your mistakes. For example, I am studying at prep class and I have a chance to correct my mistakes such as pronunciation. When I started to prep class, I learned that I was making a lot of pronunciation mistakes and I could not realize that. Another point is that you can learn new things. While studying at prep class, you can learn some information that you can use at the department. You can learn how to write a paragraph or an essay or sometimes teachers can give you some information about your departments lessons. For instance, before studying at prep class, I had not got any idea about writing a paragraph, but now I am lerning it. I have to learn it because when I pass the prep class, I am going to write a lot of essay or teachers will want me to write a paragraph about an issue. Last argument is discipline. Prep classes requires discipline in order to being success. You have to do your homework everyday and you have to revise what you learned that day. It gives you a discipline that it will effect your future not only your education life but also your business life. To sum up, I think studying at prep class at university is a perfect chance and extremely important for a student in terms of correcting mistakes, learning new things and discipline.



GAZİLİ OLMAK AYRICALIKTIR...