Yazılı Akran Dönütü Eğitimi ve Bu Eğitimin Öğrencilerin Yazma Ürünleri Üzerindeki Etkisi

PEER WRITTEN FEEDBACK TRAINING AND ITS IMPACT ON STUDENTS' WRITING OUTCOMES

Gonca SUBAŞI

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YÜKSEK LİSANS TEZ ÖZÜ

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Bu çalışmanın amacı, yazılı akran dönütü eğitiminin öğrencilerin yazmış oldukları ilk kompozisyon taslakları ve birbirlerine verdikleri yazılı dönütler üzerindeki etkisinin araştırılmasıdır. Bu amaçla, Anadolu Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü birinci sınıfından 36 öğrenci örneklem grubu seçilerek deneysel bir çalışma tasarlanmıştır. Yazılı akran dönütü eğitiminin etkisi örneklem grubunun, kontrol ve deney grubu olmak üzere ikiye bölünerek, yazdıkları kompozisyonların ve verdikleri yazılı dönütlerin karşılaştırılmasıyla ölçülmüştür. Deney grubundaki öğrenciler nasıl yazılı akran dönütü verebileceklerine dair eğitilirlerken, kontrol grubundakiler böyle bir eğitimden geçmemişlerdir. Eğitimden önce her iki grubun da yazma becerileri konusunda aynı durumda olup olmadıklarını tespit etmek amacıyla bir öntest uygulanmıştır. Sonuç olarak her iki grubun da aynı başarı düzeyine sahip oldukları ortaya çıkmıştır.

Deneklerden çalışma boyunca toplam üç konuda (Süreç Analizi, Karşılaştırma ve Neden-Sonuç Analizi konularında) kompozisyon yazmaları istenmiştir. Deneklerin yazılı anlatım dersinde yazmış oldukları ilk kompozisyon taslakları toplanmıştır. Daha sonra, deneklerden birbirlerine verdikleri yazılı dönütler doğrultusunda yazdıklarını gözden geçirip düzeltmeleri istenmiştir. Böylece yazılan ilk kompozisyonlar ile düzeltilen kompozisyonlar iki ayrı öğretmen tarafından ESL Composition Profile ölçeğine göre değerlendirilip notlandırılmıştır. Ayrıca, ilk kompozisyon taslaklarına verilmiş olan yazılı dönütler de üç ayrı öğretmen tarafından Coding Scheme for

Students' Written Comments ve Rating Scale for Students' Written Comments ölçeklerine göre incelenip değerlendirilmiştir.

Kontrol ve deney gruplarının başarıları arasında anlamlı bir fark olup olmadığını ölçmek amacıyla t-testi yapılmıştır. Verilen eğitimin katkısını ve değişik kompozisyon türlerinde yazmanın düzeltmeler üzerindeki etkisini ölçmek için ise tek yönlü varyans analizi uygulanmıştır. Öğrencilerin verdikleri yazılı dönütlerin niteliği ve niceliği de yüzdelik değerlerle ifade edilmiştir.

Elde edilen verilerin istatiksel çözümlemesi sonucunda deney grubundaki öğrencilerin kontrol grubundakilere nazaran daha iyi kompozisyon yazdıkları ortaya çıkmıştır. Aynı zamanda, sonuçlar, eğitim alan öğrencilerin daha iyi ve daha çok yazılı dönüt verdiklerini de göstermiştir.

ABSTRACT

This study aims at investigating the effects of training for peer written feedback on students' revising their first drafts and providing written comments on each other's writings. For this purpose, an empirical study was conducted with 36 first year intermediate level students who were enrolled at Anadolu University, Education Faculty, English Language Teaching Department. The effects of peer written feedback were investigated through a comparison of the subjects divided into two groups. One group was trained in how to provide peer written feedback to writing and the others were not trained. A writing pre-test was administered to the groups in order to ascertain that both groups were similar at the outset of the experiment.

The subjects in both groups were asked to write a total of 3 different types of essays: Process Analysis, Comparison and Contrast, and Cause and Effect Analysis essay. Firstly, the subjects were asked to write an essay. Following this, these drafts were collected. The first drafts were evaluated by two scorers by using the ESL Composition Profile. Then, subjects were asked to provide written comments on each other's writings and revise their essays after having given written feedback. The revised drafts were collected and scored holistically by the same scorers in the same way as the first drafts'. The written comments on the first drafts were also collected and analyzed by three scorers by using the Coding Scheme for Students' Written Comments and the Rating Scale for Students' Written Comments.

A t-test was used to find out if there was a significant difference between the control and experimental groups. A univariate ANOVA test was also used to investigate the effect of the training factor on students' writing quality and the impact of text type on the revision. The descriptive statistics on students' written comments on peer writing were presented in numbers and percentages in order to clarify the amount and quality of feedback.

The statistical analysis of the data revealed that the students in the experimental group produced better writing quality than the ones in the control group. The findings also indicated that training students for peer written feedback led to significantly more and significantly better-quality feedback.

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CHAPTER I

INTRODUCTION

1.1. Background to the Problem

Writing has been defined in a variety of ways. Some researchers define writing as "a skill in which students try to use the language they have learned through putting words on paper" (Hanna, 1999:1). Others define writing as "it is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right" (White and Arndt, 1991:3). A broader definition is given by Mckay (1997:73) "writing includes recurring phrases such as thinking process, stylistic choice, grammatical correctness, rhetorical arrangement, and creativity". That is, besides taking into account the classical rhetorical concerns of invention (topic), arrangement (organization), and style (grammatical correctness and stylistic effectiveness), students are expected to "invent and organize their own ideas" while producing a piece of writing (Raimes, 1976:188).

According to Faigley (1986), human language, including writing, can be understood only from the perspective of a society rather than a single individual. Thus, taking a social view of writing requires a great deal more than simply paying more attention to the context surrounding a discourse. He rejects the assumption that writing is "the act of a private consciousness" and that everything else; readers, subjects, and texts; is "out there" in the world (Faigley,1986:535). Similarly, Hirvela (1999:10) points out that writing does not occur "in a vacuum"; rather, it is shaped by the "expectations and demands of its intended community of readers". Hence, while the writer may compose without thinking the reader in the actual writing of a text, a social dimension is present that can influence the production of that text. So it is possible to define writing as an interactive activity (Widdowson, 1984), which highlights the importance of the reader since "the writer creates a picture of the reader, who thus becomes an ideal

reader, attributes to this reader certain experience, knowledge, opinions and beliefs on the basis of which the writer builds his message" (Porto, 2001:39).

As seen from the diversity of definitions, writing has been one of the most essential skills to be developed both in L1 and L2 settings. However, writing did not obtain its real place in language teaching in the past and was regarded as the "forgotten skill" (Bowen & Marks, 1994:143). Until 1960's, writing received the least attention due to the fact that it was at the bottom of the list of both teachers' and students priorities (Richards & Rodgers, 1986). The main reason for this situation derives from seeing writing as "the handmaid of the other skills" (Silva in Kroll, 1990:13). The writer was simply a manipulator of previously learned language structures; and the teacher was merely interested in the linguistic accuracy, but not concerned with the quality of ideas and organization (Silva in Kroll, 1990). Moreover, writing seemed both "traditional" and "irrelevant to learners' immediate needs" with its associations of homework, written exercises and examinations (Bowen & Marks, 1994:143).

Today, learning to express oneself well through writing is very beneficial for one's academic and daily life and having good writing skills has become the key to better career opportunities. A person who is in the academic environment needs writing in order to present his reports, term papers and research papers in acceptable academic English form (Silva in Kroll, 1990). In other words, the writer is oriented primarily towards academic success, meeting standards and requirements. On the other hand, a person who is not in the academic environment also needs writing to write letters, messages to represent the way he thinks and feels and relates his knowledge and experience of the world to the others (Brookes & Grundy, 1990). In our time, both foreign language learners and teachers give great importance to writing since skill in writing becomes a basic necessity for language learners to cope with academic writing tasks or fulfil very many individual needs in target language. These reasons encourage the researchers to discover more about writing and its applications related to the area in the foreign language composition classes. Consequently, the skill of writing has gained importance in foreign language learning with the help of researches in the area and the newly invented writing approaches (Kroll, 1990).

The process approach is one such innovative approach to teaching writing. It brings out the idea that "writing is a process" and that "the writing process is a recursive

cognitive activity involving certain universal stages (prewriting, writing, revising)" (Cooper, 1986:364). In other words, process writing represents a shift in emphasis in teaching writing from the product of writing activities (the finished text) to ways in which text can be developed: from concern with questions such as "What have you written?, What grade is it worth?, to "How will you write it?, How can you improve it?" (Furneaux, 2000:1).

The process approach originated in the L1 classroom was developed in reaction to "traditional" types of writing teaching. Students were presented with rules of traditional writing about what constituted good writing, and were expected to produce texts that observed those rules (Caudrey in Fulcher, 1997:5). The focus of the class was on the model and on the students' finished text, or product which would be graded by teachers with a focus on correcting linguistic errors rather than responding on students' ideas (Shih, 1999). As Roebuck (2001) states, there was no teaching on how the content of an essay was to be created and developed. The process approach, on the other hand, argues that writers create and change their ideas as they write, so the most important task of writing instructors is helping students develop the skills needed to come up with ideas, explore ways of expressing them, and examine and refine their writing (Caulk, 1994). In practice, this means working on prewriting, drafting, analyzing and revising (Miller, 2001). As a result, revision has been widely acknowledged as a crucial component in the writing process (Tsui & Ng, 2000).

According to Neman (1995:184), the revising phase of the writing process consists of three distinct practices: "rewriting- performing global, usually structural revision that affect the meaning of the text; editing-making changes, usually stylistic, within the paragraph and sentence, and in word choice; and proof-correcting errors and infelicities". The students need an outsider's comments on their work in this stage. Those comments given by a reader to a writer to improve their written work can be defined as "feedback" (Elbow, 1981:238). The importance of feedback and revision is stressed by Elbow (1981) as follows:

> "No matter how productively you managed to get words down on paper or how carefully you have revised, no matter how shrewdly you figured your audience and purpose and suited your words to them, there comes the time when you need feedback. Perhaps you need it for the sake of revising: you have a very important piece of writing and you need to find out which parts work and which parts don't so you can rewrite it carefully before giving it to the real audience. Or perhaps you have already given an important piece to the real audience- it's too late for any revising- but nevertheless you need to learn how your words worked on the reader. Or perhaps

> you've simply decided that you must start learning in general about the effectiveness of writing" (Elbow, 1981:237).

The importance of feedback has also been pointed out by Swain and Lapkin (as cited in Porto, 2001:40), who posit "relevant feedback could play a crucial role in advancing the learners' second language learning". Relevant feedback informs the writing process by "permeating, shaping and moulding it" (Tsui & Ng, 2000:148) and it also raises the writer's awareness of the informational, rhetorical, and linguistic expectations of the intended reader (Hedgcock & Lefkowitz, 1994). This leads to a "modified output", which, in turn, enhances learning (Porto, 2001:40).

The process approach reveals various types of feedback as revision, including peer feedback, conferences as feedback and teachers' comments as feedback (Keh, 1990). In fact, the types of feedback are so varied and numerous that Lynch (as cited in Muncie, 2000:47) suggests that "teachers should offer learners a range of feedback types which may stand a greater chance of success than reliance on a single technique".

The types of feedback can be given in oral or written ways. Written feedback is defined as "written from a reader to a writer with the effect of providing information to the writer for revision" and oral feedback is defined as "oral input from a reader to a writer with the effect of providing information to the writer for revision" (Keh, 1990:294). Oral feedback can be given in one-to-one situation or with a small group through teacher-student conferences (Zhu, 1995).

Since the late 1980's, a common respondent to students' writing, especially in the early stages of draft development, are the other students (Nelson & Carson, 1998). Working in pairs or groups, students read and respond to each other's drafts (Miller, 2001). Therefore, peer feedback has become a common feature in L2 classrooms, where the process approach to teaching writing is used.

All this is not to say that teachers of writing have no role to play beyond that of a classroom organizer (Muncie, 2000). The fact that the teacher is more knowledgeable than the learners about the linguistic and rhetorical features of English text gives him or her "unique role" to play in facilitating the improvement of the learners' writing ability (Muncie, 2000:51). Teacher feedback on learners' drafts is prefered both by the students and by the teachers themselves and necessary (Tribble, 1996:122). Unfortunately, students do not develop either cognitive or writing skills through their writing; they only

rewrite essays based on their teachers' comments. In these circumstances, learning becomes "a more of a matter of imitation or parody than a matter of invention or discovery" (Hyland, 2000:35).

Peer feedback is seen as a way of giving more control to students because students have to make their own decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback (Mendonça & Johnson, 1994). The literature claims many positive effects for peer feedback. Tsui and Ng (2000) noted many advantages which various educators (Chaudron, 1984; Elbow, 1981; Keh, 1990; Nelson & Carson, 1994; White & Arndt, 1991) have claimed for peer feedback, such as:

> "1. Peer feedback is pitched more at learner's level of development or interest and therefore more informative than teacher feedback.
> 2. Peer feedback enhances audience awareness and enables the writer to see egocentrism in his or her own writing.
> 3. Learners' attitudes towards writing can be enhanced with the help of more supportive peers and their apprehension can be lowered.
> 4. Learners can learn more about writing and revision by reading each other's drafts critically and their awareness of what makes writing successful and effective can be enhanced.
> 5. Learners are encouraged to assume more responsibility for their writing."(Tsui & Ng, 2000:148-149).

The above issues on peer feedback, however, have not gone unchallenged and writing researchers voiced criticisms of its use in both EFL/ ESL writing pedagogy. To illustrate, Leki (1990) identified several problems with peer comments: students tend to respond to surface errors instead of semantic or textual ones; they tend to give advice that does not facilitate revision; and they also have difficulties deciding whether their peers' comments are valid. Similarly, Nelson and Murphy (1993) state students from cultures that see the teacher as the only source of authority may consider their peers not knowledgeable enough to make sensible comments and ultimately not incorporate the comments into their writing.

According to Berg (1999b), such problems do appear since the students are asked to participate in the complex of peer feedback session without adequate preparation. Responding to writing is not a skill with which most students have had enough experience (McGroarty & Zhu, 1997). It is therefore unrealistic to assume that they will be able to effectively respond to their peer's draft and successfully revise their drafts based on the given comments. If students are to be expected to skillfully participate in peer feedback and perform appropriate revisions of their texts, it appears

reasonable to believe that they need to be given the opportunity to learn how to give and receive feedback and to revise their papers (Berg, 1999a). This point is also highlighted by Gere (as cited in Stanley, 1992:219) who sees inadequate student preparation for peer feedback as a major cause of unsuccessful peer feedback sessions: "When I meet teachers who say 'Oh, I tried peer evaluation groups and they didn't work,' I begin by asking about preparation". Nystrand (1989) agrees with Gere, in that peer feedback takes careful planning on the teachers' part, and that students must be shown how to respond to writing during the peer feedback session. Similarly, Huff and Kline (1987) point out the importance of providing students with appropriate peer feedback skills, such as giving and receiving criticism, commenting on negative and positive qualities of writing, and recognizing different stages of the drafting process. In short, with training, students can become productive peer reviewers and better writers (Stanley, 1992; Youngs & Green, 2001).

Writing teachers interested in using peer feedback as a learning tool in their classrooms may find it difficult to locate information on how to train students, especially the information that is based on empirical research that outlines exactly how students can be appropriately prepared (Berg, 1999a). Therefore, studies that investigate the role of training students on peer feedback are indeed urgently needed (Paulus, 1999). Such tested and detailed information is important not because it provides a formula for peer feedback training in all EFL/ESL settings, but it can eliminate students' lack of knowledge and skills needed for peer feedback (Berg, 1999a; Zhu, 1995).

To fill the gap in knowledge about the effects of peer feedback training on writing and the role that instruction plays in determining such effects, this study investigated the effects of trained peer feedback on the quality of written comments and writing products. It did so by comparing two groups, one trained on how to give written feedback in a peer response activity and the other not trained in this method. Specifically, written comments given by students in the trained versus untrained group and level of improvement in trained versus untrained students' first and second drafts were compared.

The chief importance of this study lies in its aim to unearth the merits of training students to give written feedback in a peer response activity. The reasons for such a

training are fourfold. Firstly, the students did not receive oral feedback through teacher-input student conferences, for their final drafts, but they received written teacher feedback since the beginning of the study; therefore, students in both groups were required to give written comments on their peers' drafts. Secondly, studies along this line of research have mostly examined oral feedback generated during peer response, often with a particular interest in peer talk during the peer response process (Zhu, 2001), whereas identifying the type of written peer feedback that is most appropriate and effective remains a key research question (Paulus, 1999). Investigations of the role of feedback of L2 writers have included studies which have examined the focus of teacher feedback, including teacher written feedback and teacher-student conferences; and the focus of peer feedback looking especially at peer discussion during feedback session (Hyland, 1998). Thirdly, the risk of forgetting some comments is eliminated in this way owing to the fact that students complain about forgetting oral feedback given by their peers or teachers in some studies. Huff and Kline (1987) also noted that oral feedback in peer response activity can be problematic. They suggested that students' verbal feedback can be "blatantly useless, uninformed, and often thoroughly unconstructive"(Huff & Kline ,1987:150) because verbal responses do not allow students to contemplate their reactions and word them appropriately. Fourthly, and perhaps most importantly, it was relatively easy to collect and analyze written feedback from all students.

1.2. Statement of the Problem

The university level foreign language composition class is a challenging course to teach for many instructors. Required in some form for almost all major and minor language programs, there are many factors that contribute to making it a difficult course for both instructors and learners. One of the greatest obstacles, for both the instructor and learner, is the difficulty that most students have when trying to write coherent and concise compositions in foreign language.

It is because of its problematic nature, however, that the composition class offers learners a valuable opportunity to develop their linguistic and written competencies, while challenging the instructor to create pedagogical situations and activities that enhance the students' development. 'The process approach' in particular provides us

with a theoretical framework for a better understanding of the learning process and for creating activities that help students work in and move the stages of writing, in this case, as it is highly related to the development of their foreign language writing competence (Roeback, 2001). Peer feedback sessions are one of the most important activities in the composition process since the writer will read useful comments about the content and structure of his composition. Thus, it is the instructor's task to provide the students with peer feedback sessions which facilitate the students' revising.

The impetus for this research study originates from the way peer feedback sessions is implemented in writing classes. The students are often asked to participate in the complex peer feedback sessions without adequate preparation. That is with little or no practice, they are expected to read and respond to someone else's writing, constructively react to peer feedback on their own writing, and revise their writing based on the feedback. As a result of such lack of preparation, the peer feedback activity is often on unsatisfactory experience for students and a frustrating one for teachers. To help make it a positive and worthwhile experience, the students need to be taught certain skills.

Training students to offer and receive constructive feedback, which we elaborated on in Chapter II, seemed to us to be suitable enough to solve the problems that we experience in the implementation of peer feedback. We set out for this research hoping that preparing EFL students for peer feedback could not only lead to better writing skills but it could also be considered as a valuable and successful experience which promotes the whole language learning process.

1.3. Aim and Scope

The main purpose of the study is to investigate the effects of training for peer written feedback on the development of writing skills of Turkish EFL students and also to examine their ability to comment on peer writing. Briefly, the"effects of training" have been assisted using the two criteria: a) quality of student writing and b) students' ability to critique peer writing. Specifically, this study aims at comparing students who received training for peer written feedback with those who received no systematic training.

1.4. Statement of the Research Questions

In the light of the issues stated above, this study aims at finding out whether there is a significant difference between the experimental group who received training for peer written feedback and the control group who received no systematic training in terms of the quality of student writing and the quality of feedback. In other words, this study will attempt to answer this basic research question: What are the effects of training for peer written feedback in freshman composition classes? Thus, the following research questions were posed to guide the study:

1. What are the effects of peer written feedback on students' written products where students do not receive any deliberate training?
2. What are the effects of peer written feedback training on students' own written products?
3. What are the effects of peer written feedback training on the quality of students' written comments?

1.5. Definitions of the Terms

The following terms which were used in the present study need to be defined in order to avoid a possible confusion.

Process Approach: An approach focuses on writing process; teaches strategies for invention and discovery; considers audience, purpose and context of writing; emphasizes recursiveness in the writing process; and distinguishes between aims and modes of discourse (e.g., expressive, expository, persuasive and description, narration, evaluation, classification) (Connor, 1987:677).

Feedback: Input from a reader to a writer with the effect of providing information to the writer for revision (Flower, 1979:19).

Peer Written Feedback: The students read their classmates' papers and give written suggestions for revision.

The Example Essay: A kind of essay in which the writer gives numerous specific and concrete examples to develop the topic (Messenger & Taylor, 1989:47).

The Process Analysis Essay: This type of essay either tells how to do something (like how to serve a tennis ball) or analyzes a process to tell how something

works, how something happened, or how something is or was done (like how a furnace works) (Bailey & Powell, 1987:92).

The Comparison and Contrast Essay: In this type of essay, the writers develop their topic by arranging the supporting sentences according to either the similarities or the differences between two things, or between two aspects of one thing (Arnaudet & Barrett, 1981:125).

The Cause and Effect Analysis Essay: In this type of essay, there is always a casual relationship between the sentences which means that the supporting sentences become a list of either effects (what a certain situation has led to or has resulted in), or causes (reasons or explanations why something is the way it is, or why it happened the way it did) (Arnaudet & Barrett, 1981:101).

Global Feedback: Global feedback addresses such concerns as development of ideas, audience and purpose, and organization of writing (Zhu, 1995:504).

Specific and Relevant Feedback: A comment or suggestion correctly identifies the strengths and / or weaknesses in a piece of writing in concrete terms, or raises a relevant question about a particular area of writing, or provides correct and clear direction for revision (Zhu, 1995:522).

Local Feedback: This kind of feedback addresses such concerns as wording, grammar and punctuation- a kind of copy- editing approach (Zhu, 1995:504).

Evaluative Feedback: It expresses students' overall evaluation of peer writing. (Zhu, 1995:505).

The ESL Composition Profile: A holistic scoring system used to assess the quality of student writing.

The Rating Scale for Students' Written Comments: A kind of scale used to evaluate student feedback on peer writing.

CHAPTER II

REVIEW OF LITERATURE

2.1. Review of Theoretical Background

2.1.1. Approaches to Teaching Writing

The teaching of writing has long been a central element in all educational systems, and there are many, often conflicting, views of the best ways of going about it (Tribble, 1997). Therefore, the literature on teaching writing in English provides us with numerous approaches. We might identify four key approaches: focus on accuracy, focus on fluency, focus on text and focus on purpose (Byrne, 1988).

With its too much focus on formal correctness, the first approach was very much a product of the Audio-Lingual method which emphasizes step-by-step learning and formal correctness. It was assumed that students made mistakes because they were allowed to write what they wanted. Therefore, there should be a strict control in order to eliminate mistakes from written work (Raimes, 1983). Gradually, the amount of control is reduced and students are allowed to write free compositions. In this controlled-to-free-approach students are first strictly controlled about writing but at a later stage they are allowed to express themselves freely (Byrne, 1988).

In contrast with the controlled-to-free-approach, the second approach encourages students to write as much as possible and as quickly as possible, without worrying about making mistakes. According to Pincas (1982), the important thing is to get one's ideas down on a paper. By time, students are said to become less and less inhibited to write. In this way, they write what they want to write and consequently writing becomes an enjoyable experience.

In the third approach, neither formal correctness nor fluency of content is emphasized. The organization of the paragraph as 'the basic unit of written expression'

is stressed. Students are asked to work on model paragraphs to express themselves at a level beyond the sentence (Byrne, 1988:23).

In the fourth approach, the focus is on purpose. As Byrne (1988) states, in real life we normally have a reason for writing and we write to or for somebody. This approach motivates students to write and shows how writing is a form of communication, this implies that classroom situations can be created to allow students to write purposefully: for example, they can write to one another in the classroom or use writing in roleplay situations.

Apart from those approaches, there are also two other approaches which have had a widespread influence on the teaching of writing throughout the English speaking world: the product approach and the process approach (White & Arndt, 1991).

2.1.1.1. An Overview of the Product Approach

One of the most explicit descriptions of product approaches is provided by Pincas (1982). She sees writing as being primarily about linguistic knowledge with attention focused on the appropriate use of vocabulary, syntax and cohesive devices.

The teachers who follow the product-approach are highly interested in the finished product which is "the end result of students' labors and has about it an air of finality and completeness" (Brookes & Grundy, 1990:22). In this approach, teachers mark students' papers liberally with red pencils and make caustic comments in the margins. They invoke the rationale that they are upholding high standards and pursuing excellence and they argue that "those who can't stand the heat should get out of the kitchen" (Neman, 1995:5). Therefore, students try to avoid grammar, spelling and punctuation errors for linguistic accuracy in a writing activity (Caudrey, 1997).

In such a context, one of the teacher's main roles is to instill notions of correctness and conformity (Tribble, 1997). As Dheram (1995) states writing teachers still seem to focus on surface-level errors. This causes anxiety among the students and they prefer to write simple sentences since they know that there would not be serious grammatical mistakes, which outweigh a well-developed piece of writing.

As Badger and White (2000:154) point out, product-based approach sees writing as mainly concerned with knowledge about the structure of language, and writing

development as mainly the outcome of "the imitation of input, in the form of texts provided by the teacher".

2.1.1.2. An Overview of the Process Approach

Process writing represents a shift in emphasis in teaching writing from the product of writing activities, that is the finished text, to studies of 'how you do it' of writers' composing processes (Dyson, 1981). As Vincent (1990) points out, this shift was driven by a desire to know how writers went about their task and what mental processes were going on as people wrote.

This major paradigm shift has entered L2 teaching under the influence of exponents such as Raimes, Spack and Zamel, from L1 teaching and research in America since 1960's (Furneaux, 2000). The investigations have brought about the notion that writing is a process of discovering and making meaning. Through the act of writing itself, ideas are explored, clarified and reformulated and as this process continues, new ideas suggest themselves and become assimilated into the developing pattern of thought (Zamel, 1983).

There are views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting, composing / drafting, revising and editing (Tribble, 1997). The whole process is not a fixed sequence but a dynamic and unpredictable process. In other words, the process of writing is a cyclical process in which writers may return to prewriting activities, for example, after doing some editing or revising (Badger & White, 2000). This feature of the process approach has also been described by Raimes as follows:

> "contrary to what many textbooks advise, writers do not follow a neat sequence of planning, organizing, writing and revising. For while a writer's product – the finished essay, story or novel- is presented in lines, the process that produces it is not linear at all. Instead, it is recursive...." (Raimes, 1985:229).

White and Arndt's diagram (1991:4 see Figure 2.1 and :7 see Figure 2.2 below) offers teachers a framework which tries to capture the recursive, not linear, nature of writing.

Figure 2.1. White and Arndt's (1991) Diagram of Process Writing

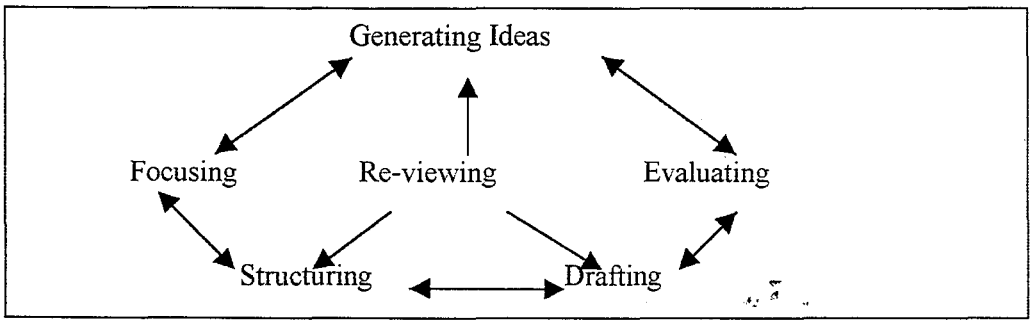


Figure 2.2. White and Arndt's (1991) Table of a Typical Sequence of Activities in Process Writing

(Discussion class, small group, pair)
Brainstorming / making notes / asking questions
Fastwriting / selecting ideas / establishing a viewpoint
Rough Draft
Preliminary self-evaluation
Arranging information / structuring the text
First Draft
Group / peer evaluation and responding
Conference
Second Draft
Self-evaluation / editing / proof-reading
Finished Draft
Final Responding to draft

White and Arndt's diagram (1991:4) displays the complex and recursive nature of writing. Activities to generate ideas (e.g. brainstorming) help writers tap their long-term memory and answer the question "What can I say on this topic?". Focusing (e.g. fast writing) deals with "What is my overall purpose in writing this?" .Structuring is organizing and reorganizing text to answer the question: "How can I present these ideas in a way that is acceptable to my reader?" (Furneaux, 2000:2). Drafting is the transition from the writer-based thought into reader based text. Multiple drafts are produced from rough to polished, each influenced by feedback from teacher and peers. Feedback focuses initially on content and organization. When these are satisfactory, comment on language is given on penultimate drafts for final correcting (Neman, 1995). Reviewing is standing back from the text and looking at it with fresh eyes, asking "Is it right?" (Furneaux, 2000:2). A lot of reshaping and reconstructing of existing draft is essential

for an efficient revision. Students find polishing of rough drafts necessary since their intention in their early writing sessions can be different from those in later drafts (Richards, 1990).

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

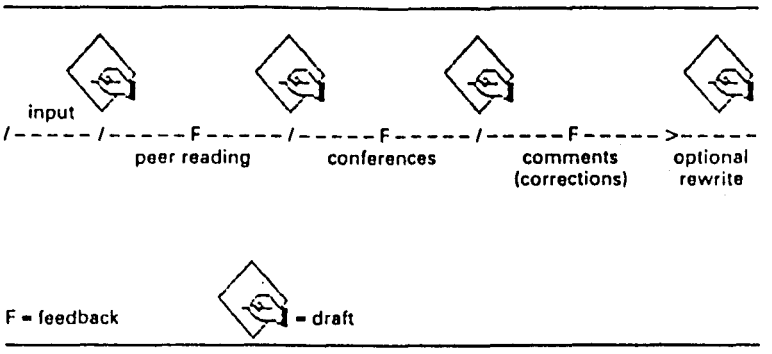
2.1.2. Feedbacking in the Process Approach

In recent years the process approach to writing has become the mainstream orthodoxy both in ESL and EFL classes. This approach seeks to shift emphasis from an endless stream of compositions assigned by the teacher, handed back to the learners and promptly forgotten by them as they start on the assignment. Instead, the emphasis is on the process of writing itself; generating ideas (prewriting, writing a first draft with an emphasis on content) to discover meaning / author's ideas, second and third (possibly more) drafts to revise ideas and the communication of those ideas (Muncie, 2000). Feedback is seen as essential to the multiple-draft process, as it is "what pushes the writer through the various drafts on to the eventual end- product" (Keh, 1990:294). According to Flower (1979:19), feedback can be defined as "input from a reader to a writer with the effect of providing information to the writer for revision". In other words, it is the comments, questions, and suggestions that a reader gives a writer to produce 'reader-based prose'.

Youngs and Green (2001) note that feedback can enhance learning and the student can benefit from a second opinion, due to the fact that the writer learns where he or she has misled or confused the reader by not supplying enough information, illogical organization, lack of development of ideas or inappropriate word choice or tense.

Various types of feedback are possible, including feedback, conferencing, and written teacher-feedback, as well as more innovative methods such as "the use of taped commentaries and computer-based response" (Muncie,2000:47). Figure 2.3 illustrates how the implementation takes place.

Figure 2.3. Implementation of Feedback



'Input' on the continuum on Figure 2.3 means anything which help students to get ideas for writing. This includes invention strategies such as brainstorming, fast writing, clustering and interviewing. This may also include readings for models of good writing(for a particular type of assignment such as compare/contrast) or readings related to a particular topic. Once students have received input for writing, they write their first draft (D1). They are made aware that D1 is only a draft. After D1 is written, students receive their first form of feedback from peers (Keh,1990:295).

2.1.2.1. Peer Feedback

In the literature on writing, peer feedback is referred to by many terms, for example, peer response, peer revision and peer evaluation. Each name connotes a particular slant to the feedback, mainly in terms of "where along the continuum this feedback is given, and the focus of the feedback" (Keh,1990:295). For example, peer response may come on earlier in the process (after D1) with a focus on content (organization of ideas, development with examples), and peer editing nearing the final stages of drafting (after D2 or D3)with a focus on grammar, punctuation and spelling.

The peer feedback has the potential to be a powerful learning tool (Mangelsdorf,1992) and it is claimed to have various benefits, some of which are helping to generate new ideas (Amores, 1997); building a wide sense of audience awareness (Mendonça & Johnson,1994; Thompson,2001); building self confidence (Chaudron ,1984); having the opportunity to make active decisions about whether or not to use their peers' comments as opposed to a passive reliance on teachers' feedback (Hyland,2000); learning to take responsibility in order to make constructive efforts to correct his own mistakes and assess himself (Ndubuisi, 1990); and being exposed to not

only different perspectives; but also different writing styles and organizational patterns (Dheram,1993). Also, the feedback leads to consciousness- raising about the writing process since learners gain awareness of their ineffective or inappropriate writing habits, they realize that different people approach writing in different ways and become conscious of how their linguistic choices affect the identity they project through their writing (Porto,2001). Furthermore, peer feedback provides an effective content for the development of collaborative learning. As Hirvela (1999) points out, students experience increased opportunities to review and apply their growing knowledge of second language writing through dialogue and interaction with their peers in the collaborative writing group.

2.2. Review of Empirical Studies on Peer Feedback

2.2.1. Empirical Studies on Effectiveness of Peer Feedback

The enthusiasm for peer feedback is not difficult to understand, considering the strong theoretical support for and claims made about it. To date, writing research has examined various issues related to peer response in first as well as second / foreign language classrooms. One strand of research has focused on the impact of peer feedback on students' revision and quality of writing (Hedgcock & Leftowitz, 1992; Nelson & Murphy, 1993; Mendonça & Johnson,1994; Paulus,1999).

A major line of research has also investigated peer feedback process, focusing on student interaction and negotiation (Mangelsdorf & Schlumberger, 1992; Villamil & De Guerrero,1996; Tsui & Ng,2000). Another line of research, perhaps spurred by mixed results on peer response, has examined the effects of training students for peer response tasks (Stanley, 1992; Zhu,1995; Berg,1999b).

2.2.1.1. Empirical Studies on Students' Revision and Quality of Writing

Researches in recent years have stressed the need for ESL/EFL writing instruction to move to a process approach that would teach students not only how to edit but also to develop strategies to generate ideas, compose multiple drafts, deal with feedback and revise their written work on all levels (Paulus,1999). Therefore, peer feedback is now commonplace as one part of the feedback and revision process of

ESL/EFL writing classes. Research has begun to address the effectiveness of peer feedback for ESL/EFL writing instruction.

Hedgcock and Leftkowitz (1992), investigated peer feedback in FL writing. In their study of 30 students in accelerated first-year college French, the participants wrote two essay assignments requiring three separate drafts. Students in the experimental group participated in peer review in small groups, reading their papers aloud to each other and receiving oral feedback from their peers. Students in the control group received written feedback from their teacher. Comparison of the final drafts of the assignments revealed that there was no significant difference between the two groups in performance from the first assignment to the second assignment. These results also indicated that the teacher-feedback group improved significantly on grammar but got significantly worse on content, organization, and vocabulary, whereas the peer-feedback group showed the exact opposite change: significant improvement in content, organization, and vocabulary, but significant weakening in grammar.

In their study, Nelson and Murphy (1993), tried to find out the answer of the following research question: When revising drafts, do students incorporate suggestions made by their peers in response groups? Four university students from four different countries (Chile, Colombia, Peru and Taiwan) were selected according to their scores from a university-developed placement exam. They were given a set of guiding questions related to the content of their paragraphs and were told not to correct mechanical errors such as grammar, spelling and punctuation. Students talked through their responses to the drafts during peer-group discussions and they revised their paragraphs at home. The researchers analyzed the transcripts and the final drafts in the light of their peers' comments by using a 5- point coding scale.

The researchers (Nelson & Murphy,1993) found that the degree to which L2 writers incorporate peer suggestions in their revised drafts depends on the nature of the writers' interactions with the group. When the writers interacted with their peers in a cooperative manner, they were more likely to use their peers' suggestions in writing. On the other hand, when students faced with a defensive manner and no interaction at all, the writer was less likely to use the peers' comments.

Similarly, Mendonça and Johnson (1994) conducted a research study to describe the negotiations that occur during ESL students' peer reviews and the ways these

negotiations shaped students' revision activities. Twelve advanced ESL learners enrolled in a writing course participated in peer reviews. For the peer review, students worked in pairs. Firstly, they gave oral feedback and then they wrote down their comments on each other's papers. They asked questions, offered explanations, gave suggestions, restated what their peers had written or said and corrected grammar mistakes. Audio-taped transcripts of the peer reviews and the students' first and revised drafts were analyzed, and post interviews were conducted.

The findings of the study indicated that reviewers made negotiations during the peer review sessions. Although students used their peers' comments to revise their essays, they incorporated those comments in their revisions selectively, deciding whether the comments would fit in their revisions. Since peers from different fields of study were better at pinpointing unrelated ideas in the drafts, they asked more questions, either in the form of request for explanation or comprehension checks. However, peers from the same field of the study could offer more ideas without asking detailed questions.

All students in the study reported that they found the peer review beneficial since they could see the points that were clear and needed revision in their drafts with the comments of their peers. In addition, students pointed out that they enjoyed reading their peers' essays as they could compare their work with their peers and learn some more new ideas about writing.

The results of this study support the claim that peer reviews are a valuable form of feedback in L2 writing instruction. Therefore, according to researchers (Mendonça & Johnson, 1994) teacher should use peer feedback session in their classes since peer revisions allow students to explore and negotiate their ideas as well as to develop a sense of audience.

Paulus (1999) also conducted a research study to find out the effect of the feedback on the improvement of the student writing. Eleven ESL students participated in the study, and working in pairs students received written and oral feedback from their classmates on the first drafts of their essays, after which they revised and wrote a second draft. All of the students tape- recorded two think-aloud protocols (TAPs): the first as they revised their essays based on their peer review discussion and the second as they revised based on the teacher feedback. The researcher analyzed student essays in

detail by categorizing the types and sources of revisions made according to Faigley and Witte's taxonomy of revisions by evaluating the first, second and the third drafts of the students' essays, and by analyzing the TAPs of the students.

The repeated-measures t-test indicated that a statistically significant improvement in the essay scores took place from the first, the second and the third drafts. Based on these findings, the study revealed that students did use both the peer and the teacher feedback to influence their revisions. While Connor and Asenavage (1994) were discouraged to find that only 5 % of total revisions made resulted from peer comments, the study of Paulus found nearly three times that number with 14 % of total revisions made as a result of the peer feedback.

Even more encouraging and relevant, is that 32 % of the changes made to the second drafts of the essay, written immediately after receiving only peer feedback, were a result of peer feedback. These outcomes show that the students found their classmates' advice particularly useful and they took their classmates' advice seriously. In the light of the positive results of the study, the researcher (Paulus, 1999) claims that writing instructors should integrate peer feedback into the writing classroom with confidence that this feedback can be effective and can be used by many students in their revisions.

2.2.1.2. Empirical Studies on Oral and Written Comments on Peer Feedback Process

Peer feedback involves students working together and interacting with one another. Given this, it is not surprising that a major line of research has investigated interaction and negotiation during peer feedback, addressing issues concerning language functions of peer utterances, aspects of writing attended to by students, reader stances and group dynamics. Studies along this line of research have also examined oral and written feedback generated during peer feedback, often with a particular interest in peer talk during the peer feedback process.

Mangelsdorf and Schlumberger (1992) carried out a study concerning how advanced ESL students actually respond to each other during feedback sessions and what these responses suggest about their assumptions concerning peer reviews and composition. Participants were sixty freshmen ESL composition students. All were

enrolled in the study by responding to an essay written by another ESL student in the previous semester. The researchers analyzed the stances the students took toward the text and the student writer as they made suggestions for revision. Three stances were defined at the end of their analysis in the students' reviews: an interpretive stance (students impose their own ideas about the topic onto the text), a prescriptive stance (students expected the text to follow a prescribed form) and collaborative stance (students tried to see the text through author's eyes). The researchers classified the reviews according to the dominant stance the student writers took toward the student text. The results of the study revealed that a majority of the students took a prescriptive stance because they believed that correct form was more important than the communication of meaning.

The analysis of the collaborative category showed that the students wrote reviews by focusing on the important aspect of the rhetorical situation: purpose, audience, message, context and forum. According to the researchers (Mangelsdorf & Schlumberger, 1992:249), creating a collaborative classroom setting is the key point in making students express themselves in a particular context since "students become actively involved in making meaning, not just receiving meaning".

Villamil and De Guerrero (1996) conducted a research study which sought to investigate the kind of revision activities students engaged in while working in pairs, the strategies peers employ in order to facilitate the revision process, and significant aspects of social behavior in dyadic peer revision. Fifty four intermediate ESL college students participated in the study. The students were paired for each revision sessions and writer/reader labels were given implicitly: in each pair, there was a 'writer', whose composition would be revised, and a 'reader', whose task was to help author to revise his/her paper. Interactions between pairs of students during two revision sessions were recorded and transcribed.

The analysis of the transcripts yielded seven types of social-cognitive activities in which the students engaged: reading, assessing, dealing with troublesources, composing, writing comments, copying and discussing task procedures; five different mediating strategies used to facilitate the revision process: employing symbols and external resources, using the L1, providing scaffolding, resorting to interlanguage knowledge, and vocalizing private speech; and four significant aspects of social

behavior: management of authorial control, affectivity, collaboration and adopting reader/writer roles.

The outcomes of the study revealed that peer feedback is indeed a very complex process which enlarges the picture of what happens during interaction and highlights some of the benefits of collaborative writing in the L2 classroom. As the researchers (Villamil & De Guerrero, 1996) point out, peer feedback gives students a chance to explain, defend and clarify their points of view. In addition it has "the potential for bringing out into open the students' limitations and creating awareness, without which remedial action would never be successfully undertaken" (Villamil & De Guerrero, 1996:69).

The bulk of the studies conducted on the effectiveness of teacher comments and peer comments have been done with tertiary L2 learners, but Tsui and Ng (2000) carried out a study on the roles of teacher and peer comments in revisions in writing among secondary L2 learners in Hong Kong. The study involved 27 Chinese students in secondary 6 and 7 that are pre-university years in Hong Kong. All were enrolled in writing courses in which peer and teacher feedback were used. Students were asked to read their peers' writing and provide written comments. Then they provided oral responses to their peers' writings in groups of three or four. All peer response group discussions on the first draft were audiotaped.

The data collected consisted of a questionnaire survey, students' drafts and comments and follow-up interviews with a sub-sample of six students. The researchers analyzed the transcripts and the drafts of the students to find out whether revisions were made or not after receiving peer and teacher feedback. This was done by coding the written and verbal comments according to whether they required any revisions, and if they did, whether they were incorporated or not in the proceeding drafts, and whether the revisions were self-initiated.

The findings of the study showed that some learners incorporated high percentages of both teacher and peer comments, some incorporated higher percentages of teacher comments than peer comments, and others incorporated very low percentages of peer comments. Those who incorporated a low percentage of peer comments saw the teacher as a figure of authority that guaranteed quality and did not have confidence in their peers who were non-native speakers of English. However, those students who

incorporated a high percentage of peer comments saw the value of getting feedback from their peers since they felt that peer comments did help them to revise and improve their writings.

What is interesting is that no matter whether the students incorporated a high percentage or a relatively lower percentage of peer comments, they saw peer comments as having certain roles to play. From the interviews with the learners, four roles of peer comments that contributed positively to the writing process were identified: enhancing the sense of audience, awareness raising through reading peers' writings, encouraging collaborative learning and fostering ownership of text. This suggests that even for L2 learners who are less mature L2 writers, peer comments do play an important part.

According to the researchers (Tsui & Ng, 2000:168), the teacher should highlight the fact that responding to peers' writing is a learning process that will raise "their awareness of what constitutes good and poor writing, help them to identify their own strengths and weaknesses in writing, and make their texts more reader friendly".

2.2.1.3. Empirical Studies on Training Students on Peer Feedback

Whether in grade or high school, adult education, or university level writing courses both ESL and EFL students are not likely to be experienced peer respondents. Nonetheless, these students are often asked to participate in the complex peer response task without adequate preparation. As a result of such lack of preparation, the peer response activity is often an unsatisfactory experience for students and a frustrating one for teachers. Students need to be taught certain skills to help make it a positive and worthwhile experience (Berg,1999 a).

Research in L2 setting has also examined the effects of training students for peer feedback. In these researches, students are trained and helped to develop strategies for peer response and results are overwhelmingly positive in L2 settings. More specifically, trained peer response is found to result in more and better quality peer feedback and peer talk (Stanley,1992; Zhu,1995; Berg,1999b) and increase student engagement and interaction during peer response (Stanley, 1992; Zhu,1995).

Stanley (1992) conducted a qualitative research study that examined whether or not L2 learners who received coaching demonstrate a greater level of student engagement in the task of evaluation, more productive communication about writing

and cleaver guidelines for the revision of drafts. A total of 30 students were the subjects of this study. The subjects were taking a freshman composition course at the University of Hawaii. They came from different countries. A writing class of 15 students were given lengthy preparation (approximately 7 hours during the first 4 weeks of a 15 week semester) for peer evaluation, during which time that considered the genre of student essay and discovered rules of effective communication within the group.

As a back drop to this class, the group work of another class was also studied. They were prepared for group work in a shorter and more typical procedure of watching a demonstration peer-evaluation session and then discussing it.

The genre of the student essay was introduced through a series draft written by previous students of this course. Students followed several writers through successive stages of readiness from rough first draft to polished third. With every draft, students were asked to comment on, not to bridge, cohesive gaps. They were asked not to supply meaning where the writer had been inexplicit, but to pinpoint vague or unclear sections of text. They were urged to judge the writer's claims and assumptions against their own knowledge and to report their judgement. By looking at succession of drafts, they saw each essay as a work in progress. As they read later drafts, they searched for evidence of reworking and repairs. In short they were pressed to read students essays with an uncommonly close eye.

All the students' peer evaluation sessions were audio-taped and then were transcribed. The transcriptions and the drafts were analyzed. For each transcript the evaluators' responses during group work were assigned into seven categories: pointing, advising, collaborating, announcing, reacting, eliciting, and questioning. The writers' responses were assigned into four categories: responding, eliciting, announcing and classifying. The drafts were also analyzed for evidence of response to evaluators' comments.

Analysis of the final version of the essays collected from both groups showed that essays produced by the experimental group received significantly higher number of revisions than those produced by the control group. The researcher (Stanley, 1992) found that students who received coaching were seen to look at each other's writing more closely and to offer the writers more specific guidelines for revision than did the

uncoached students. Hence, the coached groups dealt "more often in concrete, specific issues and more often gave the writer a blueprint for revision" (Stanley, 1992:229).

Stanley (1992) asserts that considering the quality of their partners' ideas, gauging the soundness of their logic and tracking the coherence of their arguments are the essential skills for writers which are not easily attained. Therefore, students should be exposed to organized practice of these skills during L2 instruction.

Another study which investigated the effects of training for peer revision was conducted by Zhu (1995). Four instructors and 169 students participated. Each instructor taught one class in the experimental group and one in the control group. The experimental group received systematic training conferences; the control group did not. The training conferences, involving one instructor and three students were group conferences, from 15 to 25 minutes long. For each conference, one student volunteered writing to be critiqued. The papers volunteered, however, were not drafts on which students were working at that time, but expository papers done for other classes or before the current composition assignment. During the training conference, the instructor and the students together discussed the strengths and weaknesses of the essay and provided suggestions for revision. The instructor focussed on helping students respond critically to peer writing and to provide specific feedback. They made it clear that when critiquing peer writing the students should focus on global concerns, such as development of ideas, audience and purpose and organization.

Students worked in groups of three and were given response sheets during peer revision sessions. Their group discussions were audio-taped and their drafts were collected. The researcher used data from various sources: students' written comments on peer writing; students' initial drafts on which peer feedback was generated; tape-recordings of students peer revision sessions; holistic scores on assignments students had written before the study and essay that they had revised following peer revision; student responses to the pre-test and post-test attitude questionnaires; notes of and material from classroom observations.

Quantitative analysis of students' written feedback on peer writing revealed that students trained for peer revision provided significantly more and significantly better comments on each other's writing. Qualitative analysis helped to explain the quantitative findings: students trained for revision could provide more and better

feedback because they participated more actively in peer revision groups, attended to the more global concerns of writing, and engaged in more extended negotiation. Similarly, the students' responses to the questionnaire revealed that the students for peer revision demonstrated better attitudes toward it.

Berg's research (1999b) has also shed considerable light on the effects of trained peer response: on ESL students' revision types and writing quality. Participants were 46 ESL students from 19 different countries. Students were divided into two groups, one was trained in how to participate in peer response to writing and the other was not trained. The training consisted of 11 steps, ranging in time from 5 to 45 minutes each:

1. comfortable classroom and trust among students (a number of in-class-get-to-know each other activities and out-of-class pair and group projects),
2. the role of peer response in the writing process (writing as a process is explained),
3. professional writers using peer response (through a class discussion, they arrive at the conclusions that all authors, ask others to read their work),
4. the teacher using peer response (several drafts of a conference proposal with comments from Berg's colleagues are examined),
5. class peer response to writing (students respond as a class to unknown ESL student's paragraph stressing the revising for clarity of meaning and rhetorical-level aspects rather than cosmetic sentence-level errors),
6. appropriate vocabulary and expressions (appropriateness of language in responding to someone's writing is addressed by comparing inappropriate comments),
7. the response sheet,
8. response to a collaborative writing project (students get into groups of two or three and respond to an academically structured paragraph by using the peer respond sheet),
9. conversations among the authors, responders and the teacher(a whole-class discussion about some of the difficulties in judging classmates' comments and students' lack of confidence in their revision abilities),
10. revision guidelines(a whole-class discussion about some good revision strategies and how peer response helps authors understand that there is sometimes a discrepancy between intended and perceived meaning),
11. sample peer response sessions(students view two video examples of peer response).

The preparation was designed to address a number of specific ideas and provide students with certain response skills. These skills concerned the language used to respond to writing (asking questions, using specific words rather than making vague and general statements, and stating ideas as opinion, not fact) and the foci of discussion(a focus on larger-level aspects that concern the meaning of the text as opposed to smaller-level aspects that do not concern the meaning of the text).

The researcher used the taxonomy of Faigley and Witte to code meaning changes in the second drafts. Revision types were based on the discrimination between two types of changes: those that affect text meaning and those that do not. Quality of revisions was measured by the degree of difference between the two scores using TWE-based scoring criteria.

The findings of the study showed that training accounted for greater writing improvement of revised drafts. That is, trained students' second drafts improved more than untrained students'. In addition, the significant difference between the mean number of meaning-type revisions between the trained and untrained groups suggested that training, in fact, made the difference. That is, trained students made more meaning revisions than untrained students. As a result, trained students achieved higher scores than untrained students, which means appropriate training result in better quality writing in a second draft.

The researcher (Berg, 1999b:232) points out two important classroom implications at the end of her study: "1) teachers who desire to use peer response as a part of their approach to teaching writing in the ESL classroom have some evidence that it can work and it can result in improvement writing and 2) in order for peer response to work, training seems essential". The difference in results between the trained and the untrained groups in the study suggests that training results in more successful peer response in terms of revision type and writing quality. In other words, by training students to offer and receive constructive feedback and allowing them to practise these roles, teachers can help to make peer response a valuable and successful experience.

2.2.2. Empirical Studies on Ineffectiveness of Peer Feedback

Although there are numerous studies, which report that peer feedback is a very useful technique, there are others which document unfruitful outcomes of that

technique. They question the picture of peer response effectiveness and point out to reconsider the use of peer response in ESL/EFL composition classes. Some examples of these negative results and the reasons why they may have occurred are given as follows: some students saw the teacher as the only feedback giver (Zhang,1995; Sengupta,1998; Carson & Nelson, 1998); some students were reluctant to identify problems since they did not want to make negative comments on a peer's drafts (Carson & Nelson,1998); some students mainly focused on linguistic accuracy rather than fluency of ideas (Carson & Nelson,1998); some students suspected the validity of their peer responses due to cultural differences (Zhang,1995); some students could not work cooperatively together(Connor & Asenavage, 1994; Amores,1997); some students did not receive enough input with adequate linguistic and cognitive maturity to evaluate their peers' papers and become real readers (Sengupta,1998); some students felt uncomfortable and uneasy during feedback sessions (Sengupta,1998); and some students engaged in peer feedback sessions since they were 'required' to do rather than concentrating on developing their own skills in the process of writing (Sengupta, 1998).

The purpose of Connor and Asenavage's research (1994) was to investigate the impact of peer responses on subsequent revisions, comparing comments from the teacher with other sources. Two peer response groups, four freshmen ESL students in each, participated. The students were introduced to methods of collaborative response through modeling. They were given a 'peer review sheet' to be completed and also were expected to develop their own guidelines for collaboration. They were encouraged to be supportive, helpful and to overlook surface errors such as grammar, punctuation and spelling. The peer collaboration was audio-taped, written comments by the teachers or others were noted. Faigley and Witte's taxonomy of revision was used to identify the types of revisions: surface or text-based. There are six specific types of revisions in each of these broad categories: additions, deletions, substitutions, permutations, distributions and consolidations.

The results showed that the students made many revisions but few of these were the result of direct peer group response, approximately 5% of the revisions resulted from peer comments, 35% could be described as resulting from teacher comments and about 60% of the revisions occurred as a result of self/others. Students who made the greatest number of changes made predominantly more text-based changes, students who

made fewer changes generally made more surface changes. The outcomes of the research raised questions regarding group formation and types of modeling done for group work due to the fact that the small impact on revisions from peers' comments in the two groups in the study was disappointing.

Zhang (1995) asked eighty-one academically oriented ESL students which type of feedback they believed was most effective by statistically analyzing their responses to a questionnaire. Three research hypotheses were formulated in his study. The first one was that ESL learners would strongly prefer peer feedback since it is "inherently more meaningful or relevant and gives more social support than teacher feedback" (Zhang, 1995:213). The second one was that peer feedback would be preferred over self-feedback because there was "no audience and no social support" (Zhang, 1995:213). The last one was that self-directed feedback would be preferred over teacher feedback since the learners felt as if "teacher feedback threatens the ESL writer's natural inclination toward self-determination, ownership, or empowerment, whereas self-feedback protects the author's rights to his or her own texts"(Zhang, 1995:213).

The participants were eighty-one ESL students enrolled in one private college and one state university in a western state of the United States. They experienced all three types of feedback: teacher feedback, peer feedback and self feedback. They were encouraged to reflect on their own ESL writing experience and to give honest opinions by answering a two-item questionnaire. They were asked to write down whether they preferred teacher feedback or non- teacher feedback- that is, peer feedback or self feedback, and whether they preferred peer feedback or self feedback before they wrote their final drafts.

The researcher converted the answers into a rank order of preferences. The results showed that claims made about the effective advantage of peer feedback in L1 writing did not apply to ESL writing, since ESL students overwhelmingly preferred teacher feedback. According to Zhang (1995), ESL writing teachers should ask their students before borrowing from the experience of their counter parts in L1 writing and rethink their assumptions and strategies accordingly.

Amores (1997) carried out another study in order to describe more fully what takes place when students interact as a result of specific writing assignments. Their perceptions of role and status, language proficiency, credibility of feedback and

instructor intervention peer editing process were also examined. Eight undergraduate students in a third year Spanish composition and grammar review course participated in the study.

Data were collected over four months through interviews, participant observation, artifact inventories and questionnaires. In terms of students' perceptions of role and status, the results revealed that students perceived a relationship between the quantity of feedback provided by a participant and the power that the provider assumed. In other words, some students had authority over the others since they were able to make valid suggestions for changes in the drafts they were editing.

In terms of students' perceptions of language proficiency, the students claimed that the students who appeared 'to know more language-wise', that is the students who were brilliant at grammar of Spanish, had a dominant role in peer editing sessions. In terms of students' perceptions of credibility of feedback, the students reported that negative criticism made them feel discomfort and their self-image were threatened. Therefore, they decided to conform their writing to their peer's expectations to avoid negative criticism. In terms of students' perceptions of instructor intervention, the students said that they should take into consideration their instructors' feedback seriously since the instructors were giving grades.

The outcomes of the study clearly indicated that the nature of peer editing produces a sense of discomfort and uneasiness among the participants. According to Amores (1997:520), both instructors and peer-editors need to respect "the authority of the author and take great care not to compromise ownership of the text under the guise of constructive criticism".

In the light of the results of the study, Amores (1997) concludes that students placed much less importance on peer editing as an activity than they placed on submitting work for evaluation by the teacher. The principal reason for participating in peer editing was that the instructor required it, not because it was perceived by the participants as a particularly valuable activity linguistically.

Sengupta (1998) conducted a study to explore how the educational context and its belief system shaped ESL students' perception of peer evaluation. The participants were a class of girls in a secondary school writing class in Hong Kong and their native language was Cantonese. The study was designed to answer two research questions.

The first one asking whether there were textual changes arising from peer evaluation or not, and the second one searching for whether the students believed peer evaluation led to awareness of themselves as real readers or not.

The students were given the self and peer evaluation sheets to be completed during the feedback session. Their evaluation sheets were compared to identify peer suggestions that were distinct from those made by the writers themselves. Then, their revised drafts were examined to see whether the peer suggestions had been used or not. Twelve students' compositions, that is, six pairs were chosen for the analysis and six students were also interviewed to search for their genuine thoughts of peer evaluation.

The findings of the study showed that the self and peer evaluation of the same composition were not different from each other. In addition, none of the students made use of their peer's suggestions unless they had detected the same problem in their self-evaluation.

According to the results of the interviews, none of the students believed that peer-evaluation led to self-awareness of themselves as real readers. They thought that the real reader was their teacher due to his "perfect grammar" not appear "with a questionable command of English" (Sengupta, 1998:22). Moreover, the students voiced the importance of teacher feedback repeatedly since their teacher was giving the grades.

Sengupta (1998:25), concludes that peer-evaluation was not able to "bring a real reader's perspective". According to her one of the reasons of this failure as that "the input may not prepared the students with adequate linguistic and cognitive maturity to evaluate and act upon the evaluation" (Sengupta, 1998:25).

Providing students an evaluation sheet may be one of the other reasons since this may have encouraged a "prescriptive stance rather than a collaborative one" (Sengupta, 1998:25). Also, Sengupta (1998:25) points out that the most significant reason why these students could not benefit from peer review is their perception that "the teacher was the only reader". She emphasizes the traditional roles of teacher and learner in the school curriculum and states that these roles "seem so deep-rooted that the only possible interpretation of knowledge appears to be that it is transmitted from the teacher to the student and not constructed by the classroom community" (Sengupta, 1998:25).

Nelson and Carson (1998) investigated Chinese and Spanish- speaking students' perceptions of their interactions in peer response groups in an ESL composition class.

Eleven students in an advanced ESL writing class at a large metropolitan university in the United States participated in the study. The researchers conducted a microethnographic study of peer response groups since they were interested in group interaction as it occurred naturally.

For data collection, three response groups were videotaped for six consecutive weeks. Then, the researchers interviewed three Chinese and two Spanish-speaking group members. During the interviews, the researcher and the student watched the videotapes of the peer response group in which the student had participated together, and the students answered the researcher's questions about the group interactions. The interviews were audiotaped and transcribed. The researchers examined the transcripts and coded according to the following categories: initiating comments, responding to peer comments: agree, responding to peer comments: disagree, effectiveness of comments.

The results of the study indicated that both the Chinese and Spanish-speaking students preferred negative comments that identified problems in their drafts. They also preferred the teacher's comments to those of their peers, and found grammar and sentence-level comments as relatively ineffective.

Nelson and Carson (1998:128) claim that peer response has not been effective in their study since the students perceived their task as finding peers' mistakes; thus, the written product, not the writing process, often became the focus of group interaction, "along with a sense that early drafts are to be seen as problem-filled and in need of correction".

Also, Nelson and Carson (1998:128) point out that the students were not satisfied with the type of comments since the comments were mainly on "word or sentence level". Finally, the researchers state that the Chinese and Spanish speakers had divergent views about the amount and kind of talk that was needed to identify the problems. The Chinese students saw the goal of peer response as "problem-identification", but they were not keen on making negative comments on a peer's draft since this might "lead to division, not cohesion, in a group" (Nelson & Carson, 1998:128).

CHAPTER III

METHODOLOGY

3.1. Selection of Subjects

The study was conducted at Anadolu University, Education Faculty ELT Department in the second term of academic year 2001-2002. All subjects were monolingual speakers of Turkish between the ages 17 and 19. All of them were first year intermediate level students. 36 subjects participated in the study. 6 of the subjects were male and the other 30 subjects were female.

The researcher's two sections, Section C and F, were chosen as the population. There were a total of 59 students in two sections, but the students who were coming from other departments, repeating the writing course for the second time or got extremely high or low scores in the pre-test were not chosen as the study subjects. Before the actual study, a pre-test was given to select the subjects. In the pre-test the students in both classes were asked to write at least three paragraphs on a given topic. Their writing proficiency levels were determined on the basis of the writing exam scores graded holistically using the ESL Composition Profile (Hughey,1983). The raters were two writing instructors : the researcher and another writing instructor.

Based on the scores of the writing exam, two groups from both sections were formed; 18 students from Section C and 18 students from Section F. Their scores ranged from 70 to 85. Table 3.1 shows the comparison of pre-test results of the control and experimental groups.

Table 3.1. The Results of t -test Showing the Difference Between the Control and Experimental Groups When They are not Exposed to Peer Feedback Sessions

	N	X	s.d	S.E	d.f	t	p
Control Group	18	77.83	4.58	1.5284	34	0.363 < 2.042	0.960
Experimental Group	18	78.38					

The pre-test results show that the control group had the mean value of x = 77,83 and experimental group had the mean value of x = 78,38. The standard deviation was calculated as s.d = 4,58 and standard error was S.E = 1,5284. With the 34 degrees of freedom, the t-value between the control group and experimental group was calculated as t = 0,363. As the observed value of t = 0,363 is smaller than the value of t = 2,042, there is not a significant difference between the pre-study composition (example essay) total scores of the control group and the experimental group when they are not exposed to peer feedback sessions.

Since the primary aim of this study was to investigate the effects of training on peer written feedback, 18 students were trained to practise strategies for effective written feedback on peer writing (experimental group) and the other 18 students (control group) were not trained.

These intermediate level students attended a writing course which consisted of three contact hours per week over a 15-week term. All of them were taking the same process approach implemented writing course, which was carried out by the researcher. They were taught to produce coherent essays of different patterns of development such as; a Process Analysis essay, a Comparison and Contrast essay, and a Cause and Effect Analysis essay.

3.2. Instruments and Materials

Three instruments were used in this study including: a)the Coding Scheme for Students' Written Comments b)the Rating Scale for Students' Written Comments c) the ESL Composition Profile for students' essays.

3.2.1. The Coding Scheme for Students' Written Comments

The coding scheme consisted of adaptations of Elbow's (1981) catalogue of criterion based on the feedback of peer writing. The adapted scheme categorised student feedback as global, local or evaluative (Zhu, 1995:521) (See Figure 3.1). Global feedback addressed concerns such as development of ideas, audience and purpose, and organization of writing. Local feedback addressed concerns such as wording, grammar and punctuation. Evaluative feedback expressed students' overall evaluation of peer writing. In this study, only the comments on global features of writing were taken into consideration and the comments on local features of writing and evaluative comments were not analyzed in terms of quality since language use and mechanics can be evaluated in the final drafts. Appendix F contains sample comments in the three coding categories. Figure 3.1 below shows the original form of the model.

Figure 3.1. Coding Scheme for Students' Written Comments

Comments on global features of writing: Generally, comments on the global features of writing deal with the larger concerns of writing, such as content, organization, and communicative effectiveness. A comment will be included in this category if it deals with any of the following:

1. The presence or absence of a basic (controlling) idea.
2. The relevance of the main points to the controlling idea.
3. The effectiveness of the thesis statement.
4. Development of ideas; clarification and expansion of ideas.
5. Concerns of purpose and audience of writing.
6. Support for statements / arguments.
7. Consistency in point of view.
8. Concerns of genre.
9. Definition of key terms.
10. Appropriateness of topic.
11. Logical arrangement of ideas.
12. Paragraph and essay structure.

Comments on local features of writing: Generally, comments in this category deal with laguage use at the sentence level. A comment will be included in this category if it deals with any of the following:

1. Grammar.
2. Diction.(Vocabulary)
3. Punctuation.
4. Spelling.
5. Clarity of sentences / phrases; rephrasing.

Evaluative comments: Comments in this category reflect an overall assessment of peer writing.

3.2.2. The Rating Scale for Students' Written Comments

The rating scale for students' written comments was used to evaluate student feedback on peer writing (Zhu, 1995:522) (See Figure 3.2). Analyzing students' written comments involved quantifying (counting and ranking) essentially qualitative data (Zhu, 1995) .All written comments were rated on a 3-point scale in the study because this scale is a commonly used criterion in quantifying qualitative information.

Figure 3.2. Rating Scale for Students' Written Comments

A "3" comment or suggestion is relevant and specific. It (a) correctly identifies the strenghts and / or weaknesses in a piece of writing in concrete terms, (b) raises a relevant question about a particular area of writing, or (c) provides correct and clear direction for revision.

A "2" comment or suggestion is relevant but general; it may correctly identify the strenghts and weaknesses in a piece of writing, but fails to address them in concrete, specific terms. It may also raise a relevant but general question about the writing. Furthermore, it may provide correct but nonspecific direction for revision.

A "1" comment is inaccurate or irrelevant.

All peer feedback was rated on a 3-point scale, where 3 = comment specific and relevant; 2 = comment relevant but general; and 1 = comment irrelevant or inaccurate. Relevancy of peer feedback was established in the context of the drafts on which the feedback was provided. Appendix G contains sample comments in the three rating categories.

3.2.3. The ESL Composition Profile

The ESL Composition Profile was used to address the quality of student writing on the first and second drafts (See Appendix E). The ESL Composition Profile (Hughey, 1983) is made up of five component scales. These are Content, Organization, Vocabulary, Language Use and Mechanics. Each component focused on an important aspect of writing and has a varying weight according to its approximate importance for written communication. The total score in the ESL Composition Profile is 100 but this score is not divided equally among the five component scales. Each component scale has different scores. The scores for each component scale are as follows:

Content 30,Organization 20,Vocabulary 20, Language Use 25 and Mechanics 5.

Each component scale has four mastery levels:

'Excellent to very good', 'Good to average', 'Fair to poor' and 'Very poor

In the evaluation of this study, two aspects were taken into consideration: Content and Organization (Content = 30 pts., Organization = 20 pts; Total = 50 pts.). Since the other three aspects (vocabulary, language use and mechanics) can be evaluated in terms of local and evaluative feedback of the Coding Scheme (Zhu, 1995), they were excluded in the study.

3.3. Data Collection Procedures

The study lasted 15 weeks. Before the actual study, an initial study was conducted to select the subjects among 59 students. In the initial study, the pre-study composition was given and in this pre-test the students both in the experimental and control group were asked to write at least three paragraphs on the following topic: How can you improve your English? Can you think of examples?

The essays were scored holistically using the ESL Composition Profile by the researcher and another writing instructor. The results assisted the researcher in determining the study subjects. After gathering all the data from essays, 36 students who scored between 70 and 85 were chosen as the subjects of the study. 18 students formed the control group and the other 18 students formed the experimental group(See Appendix A).

3.3.1. Data Collection Procedures for the Experimental Group

The experimental group was introduced to the process approach at the beginning of the 2001-2002 spring term, and the purpose and the advantages of this approach were discussed during the course. The researcher pinpointed the importance of peer feedback session in the process cycle discussing two articles with the students. Furneaux's (2000) and Berg's (1999a) articles were used to convince students that peer feedback is a worthwhile activity. The students were given some guidelines which showed what to do during the feedback session (See Appendix J). The students were also introduced through a series of drafts written on the same topic by previous students of the course. The experimental group students read from rough first draft to polished third. In this way, the researcher explained to students that each writing assignment for the course would involve several drafts, and these drafts would be read by the teacher and their classmates.

The researcher used the coaching procedures of Stanley's (1992) and Berg's (1999b) to prepare the students for peer revision (approximately 8 hours, during three weeks of a 15-week semester).

As the instructor of the course, the researcher conducted the coaching (training) sessions. Coaching focused on two important aspects of peer evaluation sessions: familiarizing students with the genre of the student essay and introducing students to the task of producing effective written responses to each other.

The genre of the student essay was introduced through a series of drafts written by previous students of this course.(The writers' names were masked). Students followed several student writers through successive stages of writing from rough first draft to polished third. With every draft, students were asked to comment on, not to bridge, cohesive gaps. They were asked not to supply meaning where the writer had been inexplicit, but to pinpoint vague or unclear sections of the text. They were urged to judge the writer's claims and assumptions against their own knowledge and to report their own judgement. By looking at succession of drafts, they saw each essay as a work in progress. As they read later drafts, they searched for evidence of reworking and repairs. In short, they were required to read student essays with an uncommonly close eye.

The ultimate success of peer feedback session lies not in how carefully students read each other's drafts, but in how well they give written feedback to the writer. Students were asked to do a two-step evaluation of each sample essay written by the previous students. First, they reported what they had noticed as the strengths and the shortcomings of the essay by filling in the peer review checklist (See Appendix I). Second, they described how they might best give written feedback to the writer.

The students worked with each draft on their own. In the initial sessions, the researcher offered them specific advice about the types of issues that would be appropriate to raise at each stage of writing. That is, the first draft was seen as a starting point which concerns issues of content, later drafts, issues of structure and so on. Individual responses were elicited from the students, and a whole-class discussion of the draft followed. After the essay's problems and strengths had been set forth, students were asked to give written feedback to the student writer. This process was repeated with 6 sample essays at different stages of development.

Throughout the semester this training continued. Students were required to write coherent essays on three different genres and before the feedback session they received further training which consisted of two parts. In the first part, the students were given sample essays belonging to the same genre and they were asked to write down their comments using the checklist. In the second part, the instructor and the students discussed the strengths and weaknesses of the essay concerning the genre and provided suggestions for revision. The students read their written comments and their comments were also evaluated by the instructor and the other students in the same way it is suggested in Berg's (1999a) article.(See Appendix K).

After distributing the sample essays of the same genre, the instructor asked students to provide written comments. These written comments were read by the students and written separately on the board by the instructor. Next, students were asked to reread the responses on the board to determine whether inappropriate language was used. If so, students were asked to revise the comments in a more helpful, nonthreatening way, using clear and constructive, yet considerate, words and expressions. The importance of offering helpful, not rude or disrespectful, comments was stressed by the instructor. This exercise was beneficial in that students became more sensitive to the emotional effects that their response could have on a classmate. Moreover, they came to appreciate the importance of not overreacting to insensitive comments by experiencing the complex task of thinking about how to communicate ideas effectively while expressing them appropriately and correctly. This exercise also helped students give specific recommendations to the writer, such as reorganizing paragraphs and sentences, deleting or adding ideas, and modifying thesis statements and topic sentences. Below are sample student revisions of inappropriate peer written comments:

Original: *You gave your example in vain! That's to say, there is no need!*

Revised: *I think you'd better omit the example which you gave in the second paragraph.*

Original:*Your style is not understandable for the introduction paragraph. What's your technique?*

Revised: *The introductory technique which you used in the first paragraph is not so clear. Could you use dramatic entrance to make your paragraph more inviting?*

Original: *Write a more clear thesis statement.*

Revised: *You have written a thesis statement, it is good, but you should improve it. Your thesis statement lacks a strong central idea. You can add your own opinion about the process-a difficult one or easy one!*

The instructor almost always let the students express their own opinions first, often opening the discussion with the question 'So what do you think?'. In this part, the instructor focused on assisting students to respond critically to peer writing and to provide specific feedback. The instructor made it clear that when critiquing peer writing, peer should focus on global concern such as development of ideas, audience, purpose and organization. Often, the instructor explicitly asked students to comment on the first aspects related to the content and organization of the essay under discussion. When some students failed to do this and instead first commented on more local features such as grammar, language usage and word choice, the instructor would briefly discuss students' feedback but would then guide students' attention back to the global concerns, using directives such as 'Grammar is important, but let's look at the big picture first'.

The instructor often asked students to clarify and specify their comments and suggestions since the primary goal was to help students to generate specific feedback. The instructor asked some questions that directed students' attention to those aspects of writing students needed to focus on during peer feedback (e.g. 'What is the main point here?' and 'Does everything in the paper relate to the main point?'). Because peer responders failed to see what the problem really was, the instructor gave the group some instructions on paragraph development (See Appendix L). Also, the instructor provided the relevant instruction on the purpose of peer feedback. Some students, especially during the early rounds of training, did not feel comfortable commenting on peer writing and frankly admitted that they did not want to hurt the feelings of peer writers. When this occurred, the instructor would reiterate that the purpose of peer feedback was to help, rather than to criticise the writer.

For the peer feedback session, the students were told not to write their names on their first drafts in order to prevent the impact of negative and positive feelings that they felt for their classmates. They only wrote their school numbers. The researcher put

special codes on the drafts based on those numbers and gave the drafts to different students. In this way, the students could not figure out their feedback giver.

The students were asked to respond in composition according to the given topics, for example they produced their process analysis essays on the following topics: how to make new friends or how to get through registration at the university. This way was preferred in order to avoid plagiarism. Moreover, the researcher took into consideration the complaints of the students. The students reported that they had spent a lot of time in order to find a suitable topic for their example essay. They said that if they had been given some topics, they would have produced better essays. This situation is also stressed by Jones (as cited in Kennedy, 1994:2) "Students might perform better when provided with a few, rather than with many options".

After writing their essays on a specific topic,the experimental group students dealt with the peer feedback session held during the class hours. Students were given their classmates' drafts and were asked to indicate which areas of the essay they found confusing or felt could be developed by providing written comments. In this way, students had an opportunity to make specific suggestions for improvement. Following the peer feedback session, students were asked to write a second draft of their essays. The second drafts of the students' essays were collected one week after the peer feedback session. The followings are the parts of the first and second drafts of the experimental group students which show the differences between those two drafts. These differences stemmed from the changes made on the content of the paragraphs. Changes are highlighted in bold print.

Drafts 1 (first) and 2 (revised) of S6's (S is used to indicate the subject) introductory paragraph about his registration day.(See Appendices N19 and N21).

Draft 1

My Registration Day

When I learned that I won the university I was very happy. I went to lycee I graduated from and spoke with my teachers. They were happy too that I won the university. I took my diploma and the lists of needs of registration start to prepare the documents immediately.

Draft 2

My Registration Day

The day before the university exam are the most nervous and exciting ones of the students in their lives. Because the exam result will be change their future life wholely. So that they should prepare well and make the choises after a good thought. The nervousness and excitiment of the exam continues until after the exam. But when the results are announced the winners will be very happy. With this happyness they think that everything finished when they won the university. In contrast, everything starts then. There are some duties the winners must do. They should prepare photographs, copy of ID, diploma, the certificate that shows you win university before regastration.

Drafts 1 (first) and 2 (revised) of S3's one of the developmental paragraphs about making new friends.(See Appendices N22 and N24).

Draft 1

You and Your New Friend

After having a person to be a new friend, being self-confident becomes the most important step. Confidence is really important because if you don't have confidence, you can't express your own ideas competely and clearly or you cant speak to the person you don't know. Why? Because you think that if you behave or speak sincerely, that person may not like you. It is indicator of your lack of confidence. But if you really want to make a new friend, you must be confident. Look around the environment you are in, the people who have got a lot of friends are also confident.

Draft 2

Happy Life With Your New Friend

After having a person to be a new friend, being self-confident becomes the most important step. ***Self-****confidence is really important because if you dont have* ***self-****confidence, you can't* ***talk to a person you dont know or you may talk but*** *you cant express your own ideas competely and clearly or you cant speak to the person you dont know. Why? Because you think that if you behave or speak* ***intimatedly****, that person may not like you. It is indicator of your lack of confidence. But if you really want to make a new friend, you must be confident. Look around* ***you****, the people who have got a lot of friends are also confident* ***For example, I have an English teacher from my high***

school who is sure about his own abilities or opinions. He is not afraid of expressing his ideas and thoughts. For that reason: he has got real friends.

Drafts 1 (first) and 2 (revised) of S16's conclusion paragraph about the differences between cinema and theatre.(See Appendices N28 and N30).

Draft 1

Cinema and Theatre

The works of cinema and theatre which we watch admiringly are prepared after passing many different ways. They are the two changed ways of art to reach the people. Although they are the part of the same thing ,they differ from each other in many ways and reach to the hearts of people from different ways.

Draft 2

Cinema and Theatre

***Cinema and theatre** are the two changed ways to reach the people. Although they are the **branches** of the same thing –**art**- they differ from each other in many ways. **The equipments, players' performances, preparation and the places are only the some of the different points I could write about. They are prepared with different equipments by different qualified performers after different preparations in different places** and reach **our** hearts from different ways.*

Following the peer feedback session, the experimental group students had one week to revise their writing and submit their revised drafts for teacher written feedback. Next, they were asked to write their third drafts based on the teacher's feedback. These drafts were collected one week later.

3.3.2. Data Collection Procedures for the Control Group

The control group students were introduced to the process approach exactly in the same way as the experimental group students were. They read Furneaux's (2000) and Berg's (1999a) articles and analyzed the guidelines which showed what to do during the feedback session. (See Appendix J). The researcher highlighted the importance of peer feedback session in the process cycle discussing two articles and guidelines with the students. The researcher also brought a series of drafts on the same topic written by previous students of the writing course to class in order to explain to students that each

writing assignment for the course would involve several drafts. Students were asked to read from rough first draft to polished third. In this way, they were expected to notice the shifts made for the development of the essay. The purpose and potential benefits of receiving feedback from other students in the class and teachers were also discussed, as was the importance of focussing on the content and the form of writing.

Students in the experimental group were specifically trained for peer feedback, but students in the control group received no further training beyond the articles, sample student essays and discussion. They had regular classes with the instructor. In these regular classes, they handled the activities in their coursebook: Refining Composition Skills (Smalley & Ruetten, 1995). They sometimes dealt with extra activities such as listening to songs. (See Appendix M). They were also given the same sample student essays for each text type as it was done in the experimental group; however, the students and the instructor did not discuss the sample essays in the class. As with the experimental group, no teacher feedback was available on students' evolving drafts before peer feedback.

The peer feedback was held during the class hours of the control group. During peer feedback sessions, students gave written feedback to their peers' drafts. They were asked to bring copies of their drafts for their peers and were given this instruction: providing on another with specific comments and suggestions. In each feedback session, students first read the draft and then responded to the draft; they were required to give written comments to their peers' drafts, including making necessary connections. They had one week to revise their first drafts and they were asked to give their second drafts to their teachers in order to have teacher written feedback. Below are the parts of the control group students' first and second drafts which show the shifts made between those two drafts. Changes are highlighted in bold print.

Drafts 1 (first) and 2 (revised) of S14's (S is used to indicate the subject) introductory paragraph about the reasons for wars. (See Appendices N16 & N18).

Draft 1

Disasters Coming With Wars

The controversials between people have been inevitable since ancient times. These controversials often reached such tremendous points that wars -sometimes destructive wars- between countries and empires. In history, sometimes, small wars

between two countries became the world's problem and those small wars resulted in world wars. Before participating in a war, countries should take into consideration the results of wars. As usual, wars bring to the countries some disasters whose effects last for a long time.

Draft 2

Disasters Coming With Wars

The controversials between people have been inevitable since ancient times. These controversials often reached such tremendous points that wars -sometimes destructive wars- ***among*** *countries and empires. In history, sometimes, small wars between two countries became the world's problem and those small wars resulted in world wars.* ***In the end of wars -especially world wars- the countries lose some values which can't be taken back. So,*** *before participating in a war, countries should take into consideration the results of wars. As usual, wars bring to the countries some disasters whose effects last for a long time.*

Drafts 1 (first) and 2 (revised) of S15's developmental paragraph about making registration. (See Appendices N4 & N6).

Draft 1

You Need Special Attention For Your Registration

The first step is to have chosen the university you want to be in while you are filling the university entrance form. You should consider your interests and the subjects that you're good at while doing this. You may have helps of persons who are experienced about it. As this is the most important step, you should be careful while giving your decision. If your score is enough to enter that university, then, you should wait for the acceptance paper from the university. You should be ready for doing all the necessary things that will be wanted.

Draft 2

You Need Special Attention For Your Registration

The first step is to have chosen the university you want to be in while you are filling the university entrance form. You should consider your interests and the subjects that you're good at while doing this. You may have helps of persons who are experienced about it. As this is the most important step, you should be careful while ***making*** *your decision. If your score is enough to enter that university, then, you should*

wait for the acceptance paper from the university. You should be ready for doing all the necessary things that will be wanted.

Drafts of 1 (first) and 2 (revised) of S6's conclusion paragraph about the differences between cinema and theatre. (See Appendices N7 & N9).

Draft 1

Cinema and Theatre

When we think a social activity, theatre and cinema come into our mind first. They sound as if they're similar. But when you look from some points you can see the differences of them.

Draft 2

Cinema and Theatre

***In conclusion, people have some social needs, and do some social activities for their school needs. If we think social activities, we can give theatre and cinema as an example. But, although we call them under the same title, they differ in some aspects. And** when you look from some points you can see **these** differences.*

The control group students were asked to write their essays according to the given topics in order to avoid plagiarism. Their topics were exactly the same topics given to the experimental group students. They were also told to write their school numbers, not their names, on the first drafts. This was done on purpose: to prevent the effect of negative and positive feelings that they felt for their classmates. The instructor put special codes on the drafts based on their school numbers and gave drafts to different students. In this way, the students could not guess who their feedback giver was.

Following the peer feedback session, students were asked to revise their writing in one week and submit their revised drafts for written teacher feedback. The students were then asked to write a third draft based on the teacher's feedback. The third drafts of the essays were collected one week later.

3.4. Data Analysis

Before the analysis, since drafts were scored by two scorers, the interrater reliability was assessed by using the following formula:

$$\frac{\text{The low score}}{\text{The high score}} \times 100$$

All the scores given for each composition by two scorers were calculated according to the above formula and the average of these scores was taken in order to find the interrater reliability; as a result, it was found that the reliability was 94%.

The data is analyzed according to five steps. In the first stage, the scores of the students in the first drafts and the revised drafts were compared in the control and experimental groups separately in order to analyse the effect of untrained and trained peer written feedback on students' revision. Paired sample t-test was applied to see whether there is a statistically significant difference between the first and the revised drafts for each group.

In the second step, the revised drafts of each group were compared in order to see whether the trained feedback was more effective than the untrained feedback or not. Independent samples t-test was used to reveal whether there is statistically significant improvement between the revised drafts of each group.

Then, in the third step, since the aim was to see the effect of training on writing quality, all the drafts of each group were compared. A univariate ANOVA test was conducted to see whether the training factor was effective on students' writing quality or not.

In the fourth step, the first and the revised drafts of each group were analysed again in order to determine whether text type would make any difference on students' revisions. A univariate ANOVA test was conducted for this analysis.

In the final step, qualitative analysis on students' written comments on the first drafts for each group was presented. The results were given in numbers and percentages in order to clarify the amount and quality of feedback in this analysis.

In the present study, the analysis of coding and rating procedures of students' written comments on the first drafts was as follows. The researcher and an experienced writing instructor independently coded all of the students' written comments (N = 1022) (N is used to indicate the number of written comments) and the same two raters rated

1022 comments to assess quality of feedback. Rater agreement procedures resulted in 92 % of the comment coded and rated (N = 941). The third rater, who was also an experienced writing instructor, coded and rated 8 % of the comments (N = 81). An average was then calculated based on the third reader's score, thus consistent rater agreement was achieved.

As a result, the ESL Composition Profile was used to measure the quality of students' drafts; and the Coding Scheme for Students' Written Comments and the Rating Scale for Students' Written Comments were used to measure the quality of students' written feedback. The sample comments in three coding and rating categories are presented below: (See Appendices N 1-36)

Global (3): *As the audience is important, you should inform them about the registration process. For example, make a list of necessary documents and warn people to provide all the documents without exception, etc.*

Global (3): *First dev. paragraph is detailed enough to explain the reasons you give. But there are some scientific terms like "biochemical and neurological adaptation". The reader may not understand what they mean?and how the drug can cause these? You had better give some explanations about them.*

Global (2): *Instead of this sentence, there can be more attractive and logical sentence.*

Global (2): *You should give more example. Add some ideas.*

Global (1): *Make the essay colorful.*

Global (1): *You don't have coherence in your paragraph.*

Local: *It is a grammatical mistake. The subject of your sentence is "High amount" so you should use "is".*

Local: *In this paragraph you have a grammatical mistake instead of using the phrase "giving your decision" you should use "making your decision".*

Evaluative: *It is a well-developed paragraph.*

Evaluative: *You give examples about researches. It makes your essay inviting.*

CHAPTER IV

RESULTS AND DISCUSSION

4.1. General Overview

The purpose of this study is to reveal whether trained peer written feedback shapes EFL students' comment types and writing quality. The effects of trained peer written feedback were investigated through a comparison of 36 EFL students divided into two groups. One group was trained in how to provide written feedback to writing and the other group was not trained.

The data of this study have been presented in 5 stages. In the first stage, the first drafts and the revised drafts of students' compositions were compared to see the effects of untrained and trained peer written feedback on students' revisions. For this analysis, first and revised drafts of each text type were read and scored separately.

Then, in the second stage, the revised drafts of the compositions of the experimental and control groups were compared in order to assess their writing quality and development. The analysis was conducted on the mean scores of the three different text types.

Since one part of our aim is to investigate the effect of training on writing quality, another analysis was conducted. In the third stage, a univariate ANOVA test was used to see whether the training factor was effective on students' writing quality.

In the fourth stage, the first and the revised drafts of the experimental and control groups were analyzed in order to see whether text type would make any effect on the revision. Another univariate ANOVA test was performed for this analysis.

In the final stage, qualitative analysis on students' written comments on peer writing was presented. In this analysis, the results were given in numbers and percentages in order to clarify the amount and quality of feedback.

4.2. Comparison of First and Revised Drafts

4.2.1. Comparison of First and Revised Drafts of the Control Group

We first compared the first and the revised drafts of each text in order to investigate the effect of untrained peer written feedback on revision. In the evaluation, two aspects were taken into consideration: content and organization (content = 30 Pts., organization = 20 Pts.; total = 50 Pts.). Table 4.1 below shows the mean scores of first and revised drafts of the control group.

Table 4.1. Mean Scores of First and Revised Drafts of the Control Group

	Mean Score	Difference in means	s.d	S.E	T	p
PROCESS ANALYSIS FIRST DRAFT	36.55	1.22	2.0452	0.4821	2.535	0.021
PROCESS ANALYSIS REVISED DRAFT	37.77					
COMP.& CONTRAST FIRST DRAFT	35.27	1.23	2.0452	0.4821	2.535	0.021
COMP.& CONTRAST REVISED DRAFT	36.50					
CAUSE & EFFECT FIRST DRAFT	37.06	0.72	1.1275	0.2658	2.718	0.015
CAUSE & EFFECT REVISED DRAFT	37.78					

In the Process Analysis essay, the lowest score was 29 and the highest score was 42 in the first drafts. Two students got the lowest score and three students got the

highest score. The most frequent score was 37. On the other hand, in the revised drafts, the lowest score was 29, and the highest score was 43. One student got the lowest score and two students got the highest scores in the revised drafts. The most frequent scores were 39 and 41. (See Appendix B1). As for the statistical results, as shown in Table 4.1, the mean score of the first drafts was 36,55 and the score of the revised drafts was 37,77. The standard deviation was calculated as 2,0452 and standard error was S.E= 0.4821. The difference in means is 1,22. That is, there is an increase between the two drafts and this increase is statistically significant ($t = 2,535$; $p < .05$)(See Table 4.1).

As for the Comparison and Contrast essay, the lowest score was 23 and the highest score was 43 in the first scores. One student got the lowest score and one student got the highest score. The most frequent score was 34. On the other hand, the lowest score, in the revised drafts, was 24, and the highest score was 42. One student got the lowest score and three students got the highest score. The most frequent score was 42 (See Appendix B1). When we look at the mean scores, we see that the mean score of the first drafts was 35,27. The mean score of the revised drafts was 36,5. The standard deviation was s.d = 2,0452 and the standard error was S.E = 0,4821. The difference in means is 1,23 and this is statistically significant ($t = 2,535$; $p < .05$) (See Table 4.1).

When we look at the Cause and Effect Analysis essay in the first drafts, we see that lowest score was 26 and the highest score was 42. One student got the lowest score and one student got the highest score. The most frequent score was 37. As for the scores, we see that the lowest score was 25 and the highest score was 43. In the revised drafts, one student got the lowest score and one student got the highest score. The most frequent scores were 36 and 38 (See Appendix B1). When we look at the mean scores, we see that the mean score of the first drafts was 37,06 and the mean score of the revised drafts was 37,78. The standard deviation was calculated as s.d = 1,1275 and the standard error was S.E = 0,2658. In the Cause and Effect Analysis essay the difference in means is 0,72. Although this is a slight increase, it is statistically significant ($t = 2,718$; $p < .05$) (See Table 4.1).

According to Table 4.1, although there are slight increases between the mean scores of first and revised drafts of the control group of each text type they are

statistically significant. The written feedback and revision processes without training seem to have a significant effect on the subjects of the control group.

4.2.2. Comparison of First and Revised Drafts of the Experimental Group

The aim of this research is to investigate the effect of trained peer written feedback on students when revising their first drafts. In order to examine this effect, we compared the first and the revised drafts of each text. Table 4.2 displays mean scores of first and revised drafts of the experimental group.

Table 4.2. Mean Scores of First and Revised Drafts of the Experimental Group

	Mean Score	Difference in means	s.d	S.E	T	P
PROCESS ANALYSIS FIRST DRAFT	35.83	4.17	2.1761	0.5130	8.124	0.000
PROCESS ANALYSIS REVISED DRAFT	40.00					
COMP.& CONTRAST FIRST DRAFT	34.83	4.55	4.1048	0.9675	4.708	0.000
COMP.& CONTRAST REVISED DRAFT	39.38					
CAUSE & EFFECT FIRST DRAFT	37.22	4.00	1.7823	0.4201	9.522	0.000
CAUSE & EFFECT REVISED DRAFT	41.22					

In the Process Analysis essay, the lowest score was 31 and the highest score was 43. Two students got the lowest score and one student got the highest score. The most frequent score was 34. On the other hand, in the revised drafts, the lowest score was 35, and the highest score was 46. Two students got the lowest score and one student got the

highest score. The most frequent scores were 38 and 41 (See Appendix B2). As for the mean scores, we see that the mean score of the first drafts, as shown in Table 4.2, was 35,83 and the mean score of the revised drafts was 40. The standard deviation was calculated as s.d = 2,1761 and the standard error was S.E = 0,513. The difference in means is 4,17. That is, statistically, there is a significant difference between the first and the revised drafts ($t = 8,124$; $p < .05$) (See Table 4.2).

When we look at the Comparison and Contrast essay, we see that the lowest score was 27 and the highest score was 42 in the first drafts. One student got the lowest score and one student got the highest score. The most frequent score was 35. On the other hand, the lowest score was 34 and the highest score was 45 in the revised drafts. Two students got the lowest score and three students got the highest score. The most frequent score was 39 (See Appendix B2). As for the mean scores, we see that while the mean score of the first drafts was 34,83 it increased to 39,38 in the revised drafts. The standard deviation was s.d = 4,1048 and the standard error S.E = 0,9675. The difference in means is 4,55. These results demonstrate that there is an increase between the two drafts and this is statistically significant. ($t = 4,708$; $p < .05$) (See Table 4.2).

As for the Cause and Effect Analysis essay, the lowest score was 27 and the highest score was 44 in the first drafts. One student got the lowest score and one student got the highest score. The most frequent score was 37. On the other hand the lowest score, in the revised drafts, was 29, and the highest score was 47. One student got the lowest score and one student got the highest score. The most frequent score was 39 (See Appendix B2). When we look at the mean scores we see that, while the mean score of the first drafts was 37,22; it increased to 41,22 in the revised drafts. The standard deviation was s.d = 1,7823 and the standard error was S.E = 0,4201. The difference in means is 4, and this is statistically significant ($t = 9,522$; $p < .05$) (See Table 4.2).

Table 4.2 shows that the mean scores of the experimental group in the revised drafts were considerably higher than the control group. The experimental group performed significantly better than the control group in the revised drafts. Therefore, tables 4.1 and 4.2 lead us to the conclusion that peer written feedback training had a salient effect on the subjects' written quality.

4.3. Comparison of Revised Drafts of the Control and Experimental Groups

In this stage, we compared the results of peer written feedback in revised drafts in order to see whether peer revision training has positive effects on students' cumulative writing development or not. In this analysis, we took the mean scores of the three types essays. Table 4.3 displays mean scores in revised drafts of each essay type of the control and experimental groups.

Table 4.3. Mean Scores in Revised Drafts of Each Text of the Control and Experimental Groups

Text type	Mean Score	Difference in means	s.d	t	p
PROCESS ANALYSIS ESSAY					
Control Group	37.78	2,22	3.95	1.814	0.078
Experimental Group	40.00		3.38		
COMP.& CONTRAST ESSAY					
Control Group	36.50	2,88	3.69	2.045	0.049
Experimental Group	39.38		4.72		
CAUSE & EFFECT ESSAY					
Control Group	37.78	3,44	4.08	2.497	0.018
Experimental Group	41.22		4.19		

As shown in Table 4.3, the mean score of the control group in the process analysis essay was 37,78; on the other hand, the mean score of the experimental group in the process analysis essay was 40. The difference in means is 2,22. This result shows

that, statistically, there is not a significant difference between the control group and the experimental group (t = 1,814; p >.05) (See Table 4.3).

When we look at the Comparison and Contrast essay, we see that the mean score of the control group was 36,5; on the other hand the mean score of the experimental group was 39,38. The difference in means is 2,88. The result demonstrates that there is a significant difference between the control group and experimental group (t = 2,045; p<.05) (See Table 4.3).

In the Cause and Effect Analysis essay, while the mean score of the control group was 37,78; the mean score of the experimental group was 41,22. The difference in means is 3,44. This result shows that there is a significant difference between the control group and the experimental group (t = 2,497; p<.05) (See Table 4.3).

Table 4.3 indicates that the groups were almost equal in the revised drafts of the Process Analysis essay in terms of their writing scores. There is no significant difference between the mean scores in the revised drafts of the Process Analysis essay. As for the Comparison and Contrast essay, there occurred a slight difference, which is statistically significant. This barely significant difference shows that despite the training, a few students in the experimental group failed to have meaningful exchanges about one another's writing, even without the training, a few control group students succeeded in giving specific and relevant comments to their peers which made their peers write a well-developed essay (Zhu, 1995). On the other hand, the training might have had a delayed effect on students' writing (Berg, 1999a) since the experimental group performed significantly better than the control group as for the Cause and Effect Analysis essay. The experimental group's success can be associated with the trained peer written feedback which they achieved during the treatment in their writing lessons. This gradual improvement of the experimental group underlines an important issue: the training for peer written feedback can be considered as a process since it helps enhance students' writing in the long run (McGroarty and Zhu, 1997).

In order to give a brief summary about the effect of trained peer written feedback on students' writings, we also compared the total mean scores in revised drafts of the control and experimental groups. Table 4.4 displays total mean scores in revised drafts of both groups.

Table 4.4. Total Mean Scores in Revised Drafts of the Control and Experimental Groups

	Mean Score	Difference In means	s.d	t	p
Control Group	37.35	2.85	4.22	3.697	0.000
Experimental Group	40.20		3.78		

As shown in Table 4.4, the total mean score of the control group was 37,35; on the other hand the total mean score of the experimental group was 40,20. The difference in total means is 2,85. That is, statistically, there is a significant difference between the control group and the experimental group ($t = 3,697$; $p < .05$).

4.4. The Analysis of the Training Factor on Students Writing Quality

As displayed in Table 4.4, it is clearly seen that trained students improved their writing from a first to a second draft more than untrained students did. It should be noted that a difference in writing quality before treatment between the trained and the untrained group was ruled out by the independent samples t-test on the first draft scores. The students assigned to the trained group($N = 18$, $M = 78,38$) did not show statistically different writing quality from those assigned to the control group ($N = 18$, $M = 77,83$) ($t= 0,363$, $p > .05$), thus this result suggests that writing quality was equal in these two groups before treatment. In contrast, scores on second drafts differed between the untrained and trained groups. In order to investigate the impact of treatment on those higher writing quality scores of the experimental group, a univariate ANOVA test was applied. Table 4.5 below shows the results of a univariate ANOVA test.

Table 4.5. Univariate Analysis of Variance of Difference Scores According to Training Effect

Source	SS	d.f	MS	F	p
Training	160990.9	6	26831.824	1640.386	0.000
Error	1652.059	101	16.357		
Total	162643.0	107			

This ANOVA test yielded significance for quality scores on second drafts in the trained group. That is, the training factor had a significant effect (F = 1640,386, df = 6, p <.05).The difference of scores between the first and second draft shows a greater gain for the trained than the untrained group. Untrained students (N= 18)improved their scores on average only 1,22;1,23 and 0,72 points for each text, whereas the trained students(N= 18) obtained an average improvement of 4,17; 4,55 and 4 points (See Table 4.1 and 4.2). These results also reveal that the training effect is statistically significant.

4.5. The Analysis of the Impact of the Text Type on Students Drafts

We performed a univariate ANOVA test to analyze the effect of text type on students' drafts. During the study, the students were asked to produce three types of essays: a Process Analysis essay, a Comparison and Contrast essay and a Cause and Effect Analysis essay. In order to see whether the text type would make any effect on the revision, a univariate ANOVA test was used. Table 4.6 below displays the results of a univariate ANOVA test.

Table 4.6. Univariate Analysis of Variance of Text Type in the Control and Experimental Groups' Drafts

	Source	SS	Df	Mean Square	F	P
CONTROL GROUP	GRUP	30.083	1	30.083	1.735	0.191
	Test	48.352	2	24.176	1.394	0.253
	Error	1803.222	104	17.339		
	Total	148331.0	108			
EXPERI - MENTAL GROUP	GRUP	485.565	1	485.565	33.734	0.000
	Test	81.722	2	40.861	2.839	0.063
	Error	1496.963	104	14.394		
	Total	158701.0	108			

As shown in Table 4.6, text type had no significant effect on the revisions of both the control ($F = 1,394$, $df = 2$, $p > .05$) and experimental groups ($F = 2,839$, $df = 2$, $p > .05$).

4.6. Comparison of the Type and Quality of Written Comments in First Drafts

Apart from the quality of writing, provided feedback type on students' first drafts is also analyzed. The entire corpus of the students' written comments were coded, categorized and rated (See Appendices H1 and H2). For the identification of students' written comments, the categories developed by Zhu (1995) were used. Table 4.7 summarizes the distribution of the comment types across the three text types.

Table 4.7. Summary of the Numbers and Percentages of the Peer Written Feedback Type for Each Text on Students' Revisions

Type Of Feedback	CONTROL GROUP						EXPERIMENTAL GROUP					
	Process Analysis		Comparison And Contrast		Cause And Effect		Process Analysis		Comparison and Contrast		Cause and Effect	
	N	%	N	%	N	%	N	%	N	%	N	%
Amount of Feedback on Global Features	59	40	44	32	57	39	129	69	136	69	114	56
Amount of Feedback on Local Features	56	38	67	49	47	32	28	15	26	13	40	20
Amount of Feedback on EvaluativeFeatures	34	23	25	18	44	30	29	16	36	18	51	24
TOTAL	149	34	136	31	148	34	186	32	198	34	205	35

As shown in Table 4.7, the students in the control group provided a total of 149 written comments for the process analysis essay. The students in the experimental group provided more feedback for the same text type, a total of 186 comments. While the control group students provided more feedback on local features, N = 56 (38 %) and evaluative features, N = 34 (23 %), they did not necessarily provided more global comments N = 59 (40 %). Compared to the students in the control group, the students in experimental group provided more global remarks on peer writing, N = 129 (69 %). As a group, the experimental group students provided less evaluative remarks, N=29 (16 %), and local comments, N = 28 (15 %).

When we look at the Comparison and Contrast essay, it will be seen that the students in the experimental group gave more written comments N = 198 than the students in the control group did, N = 136. 67 of the 136 comments made by the control group students were local (49 %) and 25 were evaluative (18 %). The experimental group students provided the same amount of evaluative feedback, N = 36 (18 %), as the control group students, but the number of local comments given by the experimental group decreased to a great extent, N = 26 (13 %). As for global comments, a sharp increase can be seen since 44 comments were made by the control group students (32 %) and 136 comments were made by the students in experimental group (69 %).

In the Cause and Effect Analysis essay, while the students in the experimental group provided a total of 205 written comments, the control group students provided 148 comments in total.44 of the 148 comments made by the control group students were evaluative (30 %) and 47 were local (32 %). On the other hand; the students in the experimental group provided less evaluative feedback, N = 51 (24 %) and local feedback, N = 40 (20 %). As can be seen in the Table 4.7, the control group provided less feedback in terms of the number global comments N = 57 (39 %), where as the experimental group gave twice as many as the control group, N = 114 (56 %).

As shown in Table 4.7, there are sharp increases between the number of global comments made by the students in the experimental and control groups. These increases stem from the differences in specific feedback given by the students in both groups. Table 4.8 shows the amount of specific feedback given by the control group for each text type.

Table 4.8. Summary of the Numbers and Percentages of the Specific Feedback for Each Text on Students' Revisions

	Amount of Specific Feedback					
	Process Analysis		Comparison and Contrast		Cause and Effect	
	N	%	N	%	N	%
Control Group	36	24	24	18	34	23
Total	149		136		148	
Experimental Group	102	55	115	58	98	48
Total	186		198		205	

As shown in Table 4.8, the students in the control group provided 36 specific comments and the amount was low (24 %) in the Process Analysis essay. Compared to the students in the control group, the students in the experimental group gave 102 specific comments (55 %). In the Comparison and Contrast essay while the students in the experimental group provided 115 specific comments (58 %), the others could only provide 24 specific comments (18 %). When we look at the Cause and Effect Analysis essay, it will be seen that the students in the experimental group gave more specific comments N = 98 (48 %) than the students in the control group did, N = 34 (23 %).

In order to examine the quality and the type of the peer written comments from a general point of view without considering text types, we also formed Table 4.9 which summarizes the number of global, local and evaluative comments provided by the control and experimental groups.

Table 4.9. Amount of Feedback Type for both the Control and Experimental Groups

Type Of Feedback	CONTROL GROUP		EXPERIMENTAL GROUP	
	N	%	N	%
Amount of Feedback on Global Features	160	37	379	64
Amount of Feedback on Local Features	170	39	94	16
Amount of Feedback on Evaluative Features	103	24	116	20
TOTAL	433	42	589	58

As displayed in Table 4.9, there are significant differences between the experimental and control groups on the amount feedback, the amount of global feedback, the amount of local and evaluative feedback. The students assigned to the trained group provided more feedback, N = 589 (58 %) than those assigned to the control group, N = 433 (42 %) Similarly, the experimental group provided significantly more feedback on global features of writing, N = 379 (64 %), than the control group on global comments, N = 160 (37 %). As for local and evaluative comments, this time the control group surpassed the experimental group owing to the fact that the amount of feedback on local features, N = 170 (39 %) and evaluative features, N = 103 (24 %) of the control group were higher than the amount of feedback on local features, N = 94 (16 %) and on evaluative features, N = 116 (20 %) of the experimental group.

4.8. Discussion

Although peer feedback has been widely acknowledged as a crucial component in the writing process in both ESL and EFL settings, an aspect of peer feedback to writing and its implementation in the classroom has been largely ignored. This important, yet largely ignored, aspect is the role of training, which means the preparation of students for participation in the peer feedback activity. To fill the gap in

knowledge about the effects of training on writing, we investigated the influences of trained peer written feedback on feedback types and writing outcomes.

The results of this study show an improvement in the quality of written compositions both in the control and experimental group. In other words, peer written feedback, either trained or untrained, is effective when compared separately. To determine the impact of untrained peer written feedback, we compared the first and the revised drafts of the control group for each text type. When we look at the results (See Table 4.1), either in Process Analysis essay, or Comparison and Contrast essay, or in Cause and Effect Analysis essay, we see that there is a significant difference between the first and the revised drafts. According to our findings, the difference in means in Process Analysis essay is 1,22, in Comparison and Contrast essay, it is 1,23, and in Cause and Effect Analysis essay it is 0,72. Although, there are slight increases between the two drafts, they are statistically significant. Our findings conform to Mc Groarty and Zhu's study (1997) owing to the fact that they found statistically significant increases between the first and the revised drafts of their control group who were not exposed to peer feedback training. According to them, the direct training of students may not be only one of the factors affecting results of clear feedback sessions, other factors such as participant roles, classroom context should also be investigated by the researchers (Mc Groarty& Zhu). Our findings also corroborate Muncie's opinion (2000:52) stating that feedback is vital to writing and helping learners to improve their writing skills, and according to her "whatever form feedback takes, it can have the positive effect on producing improvements in learners' writing ability".

When we examine the scores of the first and the revised drafts in the experimental group, we see that trained students' second drafts improved more than untrained students'. Our findings indicate that trained peer written feedback had positive effects on students' revising their first drafts in each composition type. The results reveal that the difference in means in Process Analysis essay is 4,17; in Comparison and Contrast essay, it is 4,55 and in Cause and Effect Analysis essay, it is 4. According to these results, it is possible to say that the students in the experimental group produced much better in the revised drafts and these increases in their scores are statistically significant (See Table 4.2). Our results conform to both Berg's (1999), and Mc Groarty & Zhu's (1997) studies due to the fact that the difference scores between

the first and revised draft showed a greater gain for the trained than the untrained group in their researches.

Since our basic aim is to examine the effect of trained peer written feedback, we compared the revised drafts of the compositions of both the experimental and control groups. Our findings demonstrate that there is a significant difference between the revised drafts of the compositions of each group (See Table 4.3). According to these results, it is possible to say that, trained peer written feedback is more effective on students' revising their first drafts (See Table 4.4) ($t = 3,697$, $p < .05$). This finding is consistent with Berg (1999b), who studied the effects of trained peer response. Similarly, there is a significant difference between the revised drafts in the control and the experimental group. According to her (Berg, 1999b), training appears to account for greater writing improvement of revised drafts.

Our findings up to now suggest that training can lead to produce better quality writing, but we had to give a statistical proof which would show that training, in fact, made the difference; therefore, we conducted a univariate ANOVA test to investigate that the training factor. The results indicate that the training effect is statistically significant (See Table 4.5) ($F = 1640,386$, $p < .05$).

Findings in this investigation lend support to the views often expressed in a number of related studies point to a positive relationship between training and student performance. For example, in the studies that focus directly on peer feedback instruction in the writing classrooms, the researchers (Stanley, 1992; Zhu, 1995; Berg 1999a) report positive results of trained peer feedback on student attitudes and communication about writing, revising types and better quality writing.

Throughout the study, the students were asked to write a total of 3 essays; a Process Analysis essay, a Comparison and Contrast essay and a Cause and Effect Analysis essay because one text type would not be reliable. We performed another univariate ANOVA test in order to see whether text type would make any effect on the revision (See Table 4.6). According to the results, the text type had no significant effect on the revisions of both the control ($F = 1,394$; $p > .05$) and experimental groups ($F = 2,839$; $p > .05$).

The last major finding of this study indicates that the experimental group significantly exceeded the control group in the amount of feedback ($N = 589$, 58 %); the

amount of feedback on global features (N = 379, 53 %) since the control group provided fewer written comments in terms of the amount of feedback (N = 433, 42%); the amount of feedback on global features (N = 160, 37 %). On the other hand, the control group outperformed the experimental group in the amount of feedback on local (N = 170, 39 %) and evaluative (N = 103, 24%) features because the experimental group provided less feedback on local (N = 94, 16 %) and evaluative (N = 116, 20 %) features (See Table 4.9). The progress on the part of the experimental group in the mentioned areas may be due to the fact that training allowed subjects to provide more effective feedback on one another's writing. The emphasis on global concerns of writing and on specific feedback during training enhanced the success of peer written feedback. Thus, there seemed to be a positive relationship between the treatment and the quality of feedback.

What is interesting about the findings of this present study is that training can be considered as the major factor for greater writing improvement of revised drafts; that is, trained students' second drafts improved more than untrained students', regardless of text type. Moreover, the significant difference between the total numbers and percentages of written comment types between the trained and untrained groups suggests that training, in fact, made the difference. That is, trained students provided more feedback on global and specific features than untrained students. Consequently, the results of increased number of global and specific comments and improved writing among trained students imply that appropriate training can lead to more successful revisions, which in turn may result in better quality in the revised draft.

Perhaps these results should come as no surprise since there are some studies in the literature which point out the importance of training for successful peer feedback sessions. (eg., Nystrand, 1984; Huff & Kline, 1987; Stanley, 1992; Dheram, 1993; Connor & Asenavage, 1994; Tsui & Ng , 2000; Zhu, 2001). For example, Connor and Asenavage's (1994:267) study on peer response included some training in the form of modelling and they specifically recommend that "more extensive and specific peer response training with follow-up should be implemented" when using peer response to writing in an ESL context.

Similarly, as Stanley (1992:230) states, it is not fair to expect that students will be able to perform "the demanding tasks without first having been offered organized

practice with and discussion of the skills involved", therefore as part of learner training, the teacher should highlight the fact that "responding to peer's writing is a learning process that will raise the students' awareness of what constitutes good and poor writing, help them to identify their own strengths and weakness in writing..." (Tsui & Ng, 2000: 168). Consequently, there appears to be the need to provide all students with guidance and instruction so that they can acquire a conscious knowledge of strategies to improve their writing and to process the feedback they receive (Dheram, 1993 ;Zhu, 2001).

These claims seem to be very appropriate in the light of the results of this study, which indicate that training students in how to give written feedback has positive effects on comment types and writing outcomes. The results of this study should also reassure those who were discouraged by Nelson and Carson's (1998) claims that students do not find their classmates' advice particularly useful.

The issue of effects of peer written feedback instruction on revision raises some interesting questions. Findings of this study suggest that students provided with appropriate training can influence comment types and subsequent writing quality in a positive way, so it can be asked whether instructing students in self revision would benefit writing quality or not. Berg (1999b:231) asks a similar question in her article "with such training in revision, would it not be possible to eliminate the step of peer feedback session while still producing similarly improved writing from one draft to another?" According to her, these questions miss the point of the role of peer feedback in the writing process due to the fact that the students simply would not be able to sense where in their texts they needed to revise, but a peer who has not been involved in the creation of the text can point to unclear aspects of the writing. In other words, the peer can help their classmates discover the discrepancy between intended and understood meaning of their text, as Thompson (2001:58) points out " any text can in principle be seen as a record of a dialogue between writer and reader".

Admittedly, in a classroom situation, there is another alternative to peers helping each other; the teacher could provide feedback. However, it is important to remember that the quality of the teacher's feedback can be affected negatively due to crowded classes and limited time (Ndubuisi, 1997). Moreover, the students may simply try to please the teacher instead of truly considering their texts and asking themselves how

they can revise their texts for clearer meaning (Berg, 1999b). But, if the student writer gets of response from his peer, he will question its validity, weigh it against his or her own knowledge and ideas, and then make a decision about the changes to make, instead of indiscriminately accept comments as if these comments come from the teacher (Berg, 1999a; Tsui & Ng, 2000) .

It appears that too much can be gained from the peer feedback session, especially for people who are students of writing. However, in order for student writers to get the maximum benefits from peer feedback, they both need to be taught certain skills and strategies which would sharpen their critical sensibilities (Dheram, 1993) and be encouraged to participate in the peer feedback sessions.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS FOR FL TEACHING

5.1. Summary

During the last two decades, peer feedback sessions where students critique and provide written and / or oral comments on one another's writing in small groups have captured the attention of many writing teachers and researchers in both first and second / foreign language settings. Although there are numerous journal publications as well as conference colloquiums and presentations devoted to the topic, it is well known that writing teachers continue to wonder to what degree the process of writing, provision of feedback, and revision are actually helping students as they become independent writers. In addition, they seek empirical evidence that peer feedback can contribute positively to this process. If research in this area can determine the effectiveness of peer feedback in the context of a multiple-draft classroom, it can influence the way that writing teachers incorporate it in their classes.

One way of increasing the efficacy of peer feedback on students' revision and quality of writing is training students for peer feedback sessions. But, unfortunately quite rare studies have been done on the area of training students for peer feedback. As it is stated in the literature there is a need for more research.

In this study, the idea of training before peer feedback sessions was taken as a base. The purpose of the study was to investigate whether training before feedback help students to write coherent and good compositions and provide effective written comments or not.

In the study, there were 36 first year students as study subjects from the Faculty of Education, ELT Department. 18 of them were in the experimental group and the other 18 were in the control group. They were selected according to the scores in Writing Proficiency exam.

During the study, the experimental group was exposed to training through numerous activities devoted to practising strategies for effective written feedback on peer writing, whereas students in the control group received no systematic training for peer written feedback. Each group wrote 3 compositions throughout the study: a Process Analysis essay, a Comparison and Contrast essay and a Cause and Effect Analysis essay.

The first drafts of the subjects were collected and scored holistically by two scorers by using the ESL Composition Profile. All the subjects were asked to provide written comments on each other's writings and to revise their compositions after having given written feedback. The revised drafts were collected and scored holistically by the same scorers by using again the ESL Composition Profile. The written comments on the first drafts were also collected and analyzed by three scorers by using the Coding Scheme for Students' Written Comments and the Rating Scale for Students' Written Comments.

The collected data were analyzed in five stages. In the first stage, the first drafts and the revised drafts of students' compositions were compared to investigate the effects of untrained and trained peer written feedback on students' revisions. The mean scores of the first and revised drafts of the three compositions for each group were compared separately for this analysis. Then, in the second stage, the analysis was conducted on the mean scores of the revised drafts of each group in order to see which kind of peer feedback, untrained or trained, was more effective on students' writing quality and development.

In the third stage, a univariate ANOVA test was used to investigate the effect of the training factor on students' writing quality. In the fourth stage, another univariate ANOVA test was conducted to see whether test type would make any effect on the revision. In the last stage, qualitative analysis on students' written comments on peer writing was presented in numbers and percentages in order to clarify the amount and quality of feedback.

The results of this study indicated that the students in the experimental group produced better writing quality than the ones in the control group since the difference of scores between the first and revised drafts showed a greater gain for the trained than the

untrained group. The findings also revealed that training students for peer written feedback led to significantly more and significantly better-quality peer feedback.

5.2. Conclusions Based on the Analysis of the Results

What are the effects of peer written feedback on students' written products where students do not receive any deliberate training?

The results of this study reveal that untrained peer written feedback had a significant effect on the control group students' revising their first drafts. According to our findings, there are slight increases between the mean scores of the control group students' first and revised drafts of each text type and these differences are statistically significant.

What are the effects of training for peer written feedback on students' writing?

According to the results of this study, trained written feedback had an important impact on students' revising their first drafts. It was observed that trained peer written feedback yielded higher writing quality scores owing to the fact that trained students improved their writing from a first to a second draft more than untrained students. The 3,697 point difference in degree of improvement that existed between the trained and untrained group is thus likely due to the training treatment. That is, the training factor had a significant effect on the quality of scores on second drafts in the trained group.

What are the effects of training for peer written feedback on students' ability to comment on peer writing?

The results of this study indicate that training students for peer written feedback also had a significant impact on both the quantity and quality of feedback that students provided on peer writing. According to our findings, the experimental group provided significantly more feedback, significantly more feedback on global features of writing, and significantly more specific and relevant feedback.

According to the results of the study it is obvious that peer written feedback training had a salient effect on both students' writing outcomes and their written comments.

5.3. Pedagogical Implications

Despite the limitations in terms of the small sample size, the study has certain implications for teaching of writing. Writing instructors who use peer feedback as part of a process-oriented approach to writing can consider the following issues. Firstly, writing instructors can integrate peer feedback into the writing classroom with confidence that this feedback can be effective and can be used by many students in their revisions . The fact that the peer feedback sessions did result in better essays, based on the research reported here, should encourage writing teachers to make peer feedback an integral part of the writing classroom.

Secondly, in order for peer feedback to work, training seems essential. The difference in results between the trained and untrained groups in this study suggests that training results in more successful peer feedback in terms of comment types and writing quality. Hence, there appears to be the need to provide all students with guidance and instruction so that they can apply a more important role in providing effective comments and benefit more from peer feedback sessions. As Vygotsky states, (as cited in Villamil & De Guerrero, 1998:508), "with assistance, every child can do more than he can by himself – though only within the limits set by the state of his development". Thus, as part of learner-training, the teacher should assist students to expand the repertoire of feedback strategies and instruct them to clarify their intentions and elicit feedback from their peers.

Another implication is that the instructor, from the beginning, must define clearly the roles of the students during the peer feedback process. Students should be informed of the purpose of peer feedback and come to think of it as only one aspect of the larger process of composing and communicating a message. Therefore, the teacher should highlight the fact that responding to peers' writings is a learning process that will help them to develop a better sense of how to read their own texts from the perspective of an audience, what questions to ask, and "how to systematically examine their text with the purpose of improving it" (Berg, 1999b:232). Without this crucial understanding, students, perhaps particularly novice writers in foreign language classrooms, like study subjects in this research, may not be able to interpret the feedback or act it in a sound way. In addition, students need to respect to the authority

of the author and take great care not to compromise ownership of the text under "the guise of constructive criticism" (Amores, 1997:520).

Another major pedagogical implication is that through peer feedback the students were involved in the process of acquiring strategic competence in revising and evaluating a text, and a competence which will prove invaluable in their future academic and professional life. Our subjects are the students of ELT Department, that is, they will be providing feedback and evaluating their own students' writings in the future. The experience of peer feedback provided our students with an indispensable opportunity to analyze textual problems, internalize the demands of different rhetorical modes, acquire a sense of audience, and in general become sensitive to the genre of the student essay. In other words, students take over part of the job of the teacher (Tsui & Ng, 2000) since they develop a critical eye toward what they read while analyzing their peer's essays (Berg, 1999b).

The development of students' critical thinking ability plays a pivotal role in awareness raising. Awareness raising is achieved not only through getting feedback but by giving feedback to peers as well (Tsui & Ng, 2000). Peer comments help students notice the problems which they cannot notice on their own. Moreover, reading a peer's text might serve a model for how to read text through the eyes of someone else (Berg, 1999b). It may then help students develop "a better sense of how to read their own texts from the perspective of an audience, what questions to ask, and how to systematically examine their text with purpose of improving it"(Berg, 1999b:232). All in all, peer feedback session has "the potential for bringing out into the open students' limitations and creating awareness, without which remedial action would never be successfully undertaken"(Villamil&De Guerrero, 1996:69). The following extracts support the view that subjects are aware of this advantage of peer feedback (the extracts given in this part are taken from the experimental group students' written comments on the evaluation of the writing course and peer feedback session at the end of the term)(See Appendix O):

"We gained a critical attitude while reading an essay. We become aware of the 'real reading' which means analyzing a passage with all its errors, glittering parts, learning new information, viewpoints on a certain topic. Those sessions prepared us for assessing the papers of our students in the future."

"While giving feedback, we can learn what we are going to do as a teacher in the future."

An issue deserves attention is that of the control group students' positive comments on the evaluation of peer feedback session. Although they received no systematic training to develop and practise strategies for peer response, they reported positive experiences with peer feedback commenting on its general benefits. Below are the samples of the control group students' written comments on the evaluation of the writing course and peer feedback session (See Appendix P):

"I highly benefited from the peer review sessions. Because my capability of writing has increased. Now, writing is not a nightmare but an enjoyable work for me. Peer review sessions provided me a chance of seeing my mistakes and showed me how to correct them. I, also, found a chance of comparing my friends' essays with mine. I could see my level and tried to raise it."

"Peer feedback session was beneficial for me. Because, I reviewed my essay and became aware of having made some mistakes. It gave me the chance of correcting them before presenting it to the teacher."

"This practice was very useful for us, I think. Because, sometimes there might errors, deficiencies and illogicallness we have made without noticing. So, we had the chance of correcting them by the help of our friend's opinions. As a result, one can easily say that this practice is very worthwhile."

Another more far-reaching implication, and one that the researcher has gradually drawn as this study has unraveled, is that rather than implying the form of a teacher's comments is entirely unimportant, peer feedback and teacher feedback should be seen as complementary forms of assistance in the writing classroom. As Villamil and De Guerrero (1998:508) assert, instead of asking the question, "Which is better (or which is more effective), peer feedback or teacher feedback?"; perhaps the time has come to ask this question, "What and how can peer feedback contribute to the students' writing development in a way that complements teacher feedback?".

As a close word, writing teachers should be encouraged to implement peer feedback sessions with training into their classroom settings in order to open up the "black box" (Long, as cited in McGroarty & Zhu, 1997:36) of the writing classroom because writing is no longer one that gives absolute control to the teacher but rather is

as Tsui and Ng (2000:168) point out, "a positive, encouraging, and collaborative workshop environment within which students ... can work through their composing processes".

5.4. Suggestions for Further Research

Results of this study indicate a number of areas that need further investigation. Most urgently, more research can be conducted to explore other methods of training for peer feedback and investigate the effects of those methods on students' writings as well as their comment types.

Furthermore, since this investigation was limited to analyze the effects of training both on students' ability to comment on the global features of writing (i.e., content, organization, audience, purpose, etc.), the compositions were examined from the point of content and organization. Thus, another study can be conducted to investigate the effects of training on all of the criteria; content, organization, vocabulary, language use and mechanics.

Another suggestion for future research is to compare and contrast peer written feedback and teacher written feedback. This comparative research will show the effectiveness of peer and teacher comments in facilitating revision.

Moreover, as this research was limited to three writing assignments in a short term, we do not know how training affects peer feedback and revision at a longer period. Thus, long-term effects of trained peer feedback need investigation.

Additionally, this study was conducted with the intermediate level students. The same techniques and methods used in this study can be applied to different groups of students to find out if the language level of the students affect the results of this study.

Also students were trained to give written feedback in this study. Thus, another study can be designed in order to investigate the effect of trained oral and written peer feedback on students'revising their first drafts. Research in this area will shed more light on the roles of oral and written peer feedback in student writing development.

A final suggestion for future research is to investigate the classroom contexts and various other factors on training and on peer feedback. Research in this area will provide insightful information on the kinds of classroom contexts conducive to peer feedback and thus will have important classroom implications.

APPENDIX A The Scores Used for Subject Selection

	control group students	Scores used for Subject selection	exper mental group students	Scores used for Subject selection
1.	S1	81	S1	80
2.	S2	82	S2	76
3.	S3	77	S3	78
4.	S4	76	S4	80
5.	S5	70	S5	82
6.	S6	78	S6	71
7.	S7	76	S7	78
8.	S8	85	S8	79
9.	S9	79	S9	84
10.	S10	81	S10	82
11.	S11	84	S11	72
12.	S12	85	S12	80
13.	S13	75	S13	81
14.	S14	73	S14	85
15.	S15	74	S15	84
16.	S16	79	S16	76
17.	S17	70	S17	70
18.	S18	76	S18	73

APPENDIX B1 The Average of the Scores of the Control Group Given by Two Scorers

	CONTROL GROUP	PROCESS ANALYSIS FIRST DRAFT	PROCESS ANALYSIS REVISED DRAFT	COMP.& CONTRAST FIRST DRAFT	COMP.& CONTRAST REVISED DRAFT	CAUSE &EFFECT FIRST DRAFT	CAUSE &EFFECT REVISED DRAFT
1.	S1	35	40	34	40	36	36
2.	S2	42	43	43	42	40	42
3.	S3	37	40	33	33	37	38
4.	S4	29	29	35	35	35	36
5.	S5	37	36	31	33	37	40
6.	S6	42	43	34	40	40	40
7.	S7	40	41	38	39	42	41
8.	S8	42	41	36	37	36	37
9.	S9	39	41	37	36	38	39
10.	S10	37	37	34	34	37	36
11.	S11	37	39	40	42	41	42
12.	S12	29	31	34	36	37	38
13.	S13	41	39	42	42	32	33
14.	S14	34	35	36	38	36	38
15.	S15	34	33	30	29	39	39
16.	S16	32	38	37	39	37	37
17.	S17	34	35	38	38	41	43
18.	S18	37	39	23	24	26	25

APPENDIX B2 The Average of the Scores of the Experimental Group Given by Two Scorers

	EXPERI-MENTAL GROUP	PROCESS ANALYSIS FIRST DRAFT	PROCESS ANALYSIS REVISED DRAFT	COMP.& CONTRAST FIRST DRAFT	COMP.& CONTRAST REVISED DRAFT	CAUSE &EFFECT FIRST DRAFT	CAUSE &EFFECT REVISED DRAFT
1.	S1	34	39	35	44	35	41
2.	S2	42	46	42	43	38	39
3.	S3	36	38	37	37	36	39
4.	S4	43	45	40	45	44	47
5.	S5	39	44	35	39	37	44
6.	S6	31	35	27	34	27	29
7.	S7	37	41	35	39	35	40
8.	S8	36	38	33	45	38	43
9.	S9	31	35	34	38	37	42
10.	S10	32	36	30	35	36	39
11.	S11	34	39	27	34	33	38
12.	S12	34	38	37	36	40	46
13.	S13	42	43	40	40	42	44
14.	S14	35	40	37	37	35	39
15.	S15	34	44	36	40	37	42
16.	S16	33	41	31	45	40	46
17.	S17	35	37	35	39	37	45
18.	S18	37	41	36	39	43	45

APPENDIX C1 The Scores of the Control Group Given by the First Scorer

	CONTROL GROUP	PROCESS ANALYSIS FIRST DRAFT	PROCESS ANALYSIS REVISED DRAFT	COMP.& CONTRAST FIRST DRAFT	COMP.& CONTRAST REVISED DRAFT	CAUSE &EFFECT FIRST DRAFT	CAUSE &EFFECT REVISED DRAFT
1.	S1	35	40	33	40	37	36
2.	S2	41	43	42	41	38	41
3.	S3	38	40	32	32	35	38
4.	S4	30	29	33	34	35	36
5.	S5	35	36	30	34	38	40
6.	S6	41	42	35	39	39	39
7.	S7	39	40	41	40	40	42
8.	S8	40	42	38	38	34	37
9.	S9	40	41	35	36	37	39
10.	S10	35	36	33	34	36	36
11.	S11	37	38	38	41	40	40
12.	S12	27	30	33	35	35	36
13.	S13	40	37	40	40	30	34
14.	S14	33	35	36	39	35	37
15.	S15	33	33	28	28	37	38
16.	S16	30	36	36	38	37	37
17.	S17	34	35	39	38	40	42
18.	S18	37	39	21	23	28	27

APPENDIX C2 The Scores of the Experimental Group Given by the First Scorer

	EXPERI-MENTAL GROUP	PROCESS ANALYSIS FIRST DRAFT	PROCESS ANALYSIS REVISED DRAFT	COMP.& CONTRAST FIRST DRAFT	COMP.& CONTRAST REVISED DRAFT	CAUSE &EFFECT FIRST DRAFT	CAUSE &EFFECT REVISED DRAFT
1.	S1	33	41	33	41	33	39
2.	S2	41	45	41	41	35	37
3.	S3	32	36	40	41	34	39
4.	S4	41	45	39	44	43	45
5.	S5	37	43	36	38	34	42
6.	S6	30	36	29	34	26	27
7.	S7	39	43	37	39	33	39
8.	S8	37	35	33	43	37	41
9.	S9	29	34	32	33	36	40
10.	S10	34	36	26	32	34	39
11.	S11	31	37	25	31	33	37
12.	S12	34	40	36	37	37	46
13.	S13	46	45	40	41	40	43
14.	S14	34	37	34	33	31	35
15.	S15	36	43	39	45	34	40
16.	S16	31	42	30	46	38	45
17.	S17	39	40	34	38	36	40
18.	S18	35	39	36	38	40	43

APPENDIX D1 The Scores of the Control Group Given by the Second Scorer

	CONTROL GROUP	PROCESS ANALYSIS FIRST DRAFT	PROCESS ANALYSIS REVISED DRAFT	COMP.& CONTRAST FIRST DRAFT	COMP.& CONTRAST REVISED DRAFT	CAUSE &EFFECT FIRST DRAFT	CAUSE &EFFECT REVISED DRAFT
1.	S1	34	39	35	39	35	36
2.	S2	43	43	43	43	41	43
3.	S3	36	39	33	34	38	38
4.	S4	28	29	37	35	34	36
5.	S5	38	36	32	32	35	40
6.	S6	43	44	33	40	40	41
7.	S7	40	41	39	38	43	41
8.	S8	43	40	34	36	38	37
9.	S9	37	41	37	36	38	39
10.	S10	38	38	34	34	37	36
11.	S11	36	39	41	42	41	43
12.	S12	30	31	34	36	38	40
13.	S13	41	41	43	44	34	33
14.	S14	35	35	36	37	36	38
15.	S15	34	32	31	30	40	39
16.	S16	33	39	37	40	36	37
17.	S17	33	34	38	3	42	43
18.	S18	36	38	24	25	24	23

APPENDIX E
ESL COMPOSITION PROFILE

STUDENT		DATE	TOPIC
SCORES	LEVEL	CRITERIA	COMMENT
CONTENT	30-27	Excellent To Very Good: knowledgeable* substantive* thorough development of thesis* relevant to assigned topic*	
	26-22	Good To Average: some knowledge of subject* adequate range* limited development of thesis* mostly relevant to topic, but lacks detail*	
	21-17	Fair To Poor: limited knowledge of subject* little substance* inadequate development of topic*	
	16-13	Very Poor: does not show knowledge of subject* non-substantive* not pertinent* OR not enough to evaluate*	
ORGANIZATION	20-18	Excellent To Very Good: fluent expression* ideas clearly stated/ supported* succinct* well-organized* logical sequencing* cohesive*	
	17-14	Good To Average: somewhat choppy* loosely organized but main ideas stand out* limited support* logical but incomplete sequencing*	
	13-10	Fair To Poor: non-fluent* ideas confused or disconnected* lacks logical sequencing and development*	
	9-7	Very Poor: does not communicate* no organization* OR not enough to evaluate*	
VOCABULARY	20- 18	Excellent To Very Good: sophisticated range* effective word/ idiom choice and usage* word form mastery* appropriate register*	
	17-14	Good To Average: adequate range* occasional errors of word /idiom form, choice usage but meaning not obscured*	
	13-10	Fair To Poor: limited range* frequent errors of word/ idiom form, choice usage* meaning confused or obscured*	
	9-7	Very Poor: essentially translation* little knowledge of English vocabulary, idioms. Word form* OR not enough to evaluate*	
LANGUAGE USE	25-22	Excellent To Very Good: effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions*	
	21-18	Good To Average: effective but simple constructions* minor problems in constructions* several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions* but meaning seldom obscured*	
	17-11	Fair To Poor: major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions* meaning confused or obscured*	
	10-5	Very Poor: virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate*	
MECHANICS	5	Excellent To Very Good: demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing*	
	4	Good To Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured*	
	3	Fair To Poor: frequent errors of spelling, punctuation, capitalization, paragraphing* poor handwriting* meaning confused or obscured*	
	2	Very Poor: no mastery of conventions* dominated by errors of spelling, punctuation, capitalization, paragraphing* handwriting illegible* OR not enough to evaluate*	
TOTAL SCORE		READER	COMMENTS

(Ref: Hughey, J. B., 1983. *Teaching ESL Composition: Principles and Techniques.* USA: American Book Company:140).

APPENDIX F Sample Comments in the Three Coding Categories

Global:
You might want to expand this paper.
What do the lyrics mean to you?If they hold some secret to life,then explain it.
Go more into detail about some of the supports.

Local:
There are a couple of awkward sentences.
Use past tense in second paragraph.

Evaluative:
It is very well written.
Good start.
I like it.

(Zhu,W.,1995."Effects of training for peer response on students comments and interaction".*Written Communication*,12/4:521-522).

APPENDIX G Sample Comments in the Three Rating Categories

"3" comments:

Give more details on Malcom's life and why he should be considered as someone we look up to.

Use past tense in second paragraph.

"2" comments:

You might want to expand this paper.

There are a couple of awkward sentences.

"1" comments:

Expand a little[when the writer needed to narrow down the focus].

Never start off a sentence with "but".

Ref:(Zhu,W.,1995."Effects or training for peer response on students comments and interaction".*Written Communication*,12/4:522).

APPENDIX H2 Amount of Feedback on Global,Local and Evaluative Features of the Experimental Group

EXPERI-MENTAL GROUP	PROCESS ANALYSIS ESSAY					COMP. & CONTRAST ESSAY					CAUSE & EFFECT ANALYSIS				
	Global			Local	Evalu-ative	Global			Local	Evalu-ative	Global			Local	Evalu-ative
	1	2	3			1	2	3			1	2	3		
S1	-	-	7	1	3	-	2	4	1	2	1	1	4	-	1
S2	-	1	6	1	1	-	1	6	1	4	-	-	9	-	5
S3	2	1	5	1	4	-	1	8	2	5	-	-	6	1	2
S4	1	-	3	2	2	-	1	7	1	4	-	-	5	5	3
S5	-	-	10	-	4	-	-	3	3	5	1	2	6	3	1
S6	-	-	6	3	-	-	-	13	-	1	-	-	6	4	2
S7	-	2	7	-	1	-	1	5	-	1	-	-	4	6	5
S8	3	3	3	5	-	-	1	4	-	3	-	-	5	-	2
S9	1	-	7	1	-	-	-	10	1	-	-	-	8	1	3
S10	-	2	8	-	1	-	2	3	5	1	-	3	4	3	4
S11	-	-	5	-	-	-	3	8	3	-	-	2	4	2	2
S12	-	-	7	1	2	1	-	7	1	-	-	2	7	1	1
S13	1	1	6	-	3	1	2	3	-	3	-	1	6	2	8
S14	-	-	6	1	-	-	-	3	2	2	-	-	6	1	4
S15	-	-	9	4	1	1	-	10	2	2	-	-	2	2	2
S16	4	2	1	2	5	-	1	8	-	1	-	1	5	4	1
S17	2	-	2	5	2	-	3	4	2	2	1	1	6	3	-
S18	-	1	4	1	-	-	-	9	2	-	-	-	5	2	5
TOTAL	14	13	102	28	29	3	18	115	26	36	3	13	98	40	51
TOTAL	186					198					205				

APPENDIX I Response Sheet for Peer Feedback

Your Number:----------
Writer's Number:----------
Date.----------

As peer feedback is an integral part of this class, it is essential that you provide your peers with thoughtful feedback on their writing. Try to give your peers as much feedback as you can. Note that specific comments and suggestions are always more helpful than general ones.Also note that providing feedback on peer writing constitutes an important part of your participation score for the course.

1.What are the strenghts of this paper?
2.What are the weaknesses of this paper?
3.What questions do you have after reading this paper?
4.What are your suggestions for revision of this paper?

Ref: (Zhu,W.,1995."Effects of training for peer response on students' comments and interaction".*Written Communication*,12/4:520).

APPENDIX J

At-a-Glance Student Guidelines for Preparing a Peer Response

1. Read your classmate's writing carefully several times.
2. Focus your attention on the meaning of your classmate's text.
3. Because it is difficult for writers to separate information they wish to express from the actual words on their page, you can help your classmate discover differences between his or her intended meaning and what he or she has actually written.
4. Avoid getting stuck on minor spelling mistakes or grammar errors unless they prevent you from understanding your classmate's ideas.
5. Keep in mind that peer response is used by writers of all ages and types, including student and professional writers who want to know if their writing is clear to others.
6. In responding to writing, try to be considerate of your classmate's feelings, and remember that it is very difficult for most writers to write clearly.
7. Realize that you have the opportunity to tell your classmate what you do not understand about his or her writing, to ask questions about it, and to point out what you like about it. This is important information to the writer.
8. When a peer responds to your writing, remember that you, as the writer, have the ultimate responsibility for making final changes.
9. The peer response activity provides several sources of ideas for how to improve your writing, including your classmate's comments about your writing; your classmate's texts, from which you may learn new words, expressions, and ways of organizing writing, as well as discover errors you may have made in your own text; and discussions of issues you may not have thought about before.
10. If you have any questions or do not know how to respond to your classmate's writing, be sure to ask your teacher for help.

(Ref: Berg, E. C., 1999a. "Preparing ESL students for peer response". *TESOL Journal*, 8/2: 22).

APPENDIX K

Sample Anonymous Student Paragraph Used for Whole-Class Peer Response Activity

Americans drink alcohol because of manys reasons. One reason is that it is easy to buy. People can for example buy alcoholic beverages in liquor stores, bars, and restaurants, and they can even found it on airplanes, trains and boats. In some states all they have to do is to visit the nearest grocery store to buy alcohol. Also, many commercials on the radio and TV show how happy people is when they are drinking beer. Another reason is that alcoholic beverages is quite cheep. A final reason is that media tell Americans to drink alcohol. For example TV shows like Dallas or Dynasty where rich and powerful people like J. R. always have a large whiskey in their hand. Even movie characters such as James Bond drink a lot of alcohols as part of their rich and exciting lyfe style. James Bond is famous for ordering martinis that are "stirred, not shaken." The end.

Sample Student Peer Response with Inappropriate Comments

Your paragraph is pretty good. But I don't like your topic about alcohol—it's strange. Also, it has many spelling and grammar mistakes. You should correct them. You better study writing a lot because you have so many mistakes. Make your paragraph better.

Sample Student Revisions of Inappropriate Peer Response Comments

Original: *Your writing is pretty good.*

Revised: *Your writing has a clear topic sentence which is easy to understand for us. That's great!*

Original: *Your spelling has mistakes, like* cheep *should be* cheap *and* lyfe *should be* life.

Revised: *You write* alcohol is cheap, *but we can't find any example of that so it's not so clearly to us. Could you give some examples?*

Original: *Your paragraph is really not good order, just any ideas put together like crazy.*

Revised: *We have some questions about order of paragraph's ideas. Maybe, about many commercials on radio and TV about drinking beer, can you put after media tell Americans to drink alcohol? What do you think this idea?*

(Ref: Berg, E. C., 1999a. "Preparing ESL students for peer response". *TESOL Journal*, 8/2: 23).

COMMON STYLISTIC WEAKNESSES AND SAMPLE STUDENT REWRITES

Stylistic Weakness	Example	Student Rewrite
A rambling paragraph begins with one topic, then jumps to another and another, until the original topic disappears.	I love swimming in the sea near my home. My home is in Rayong. Rayong is three hours from Bangkok. Bangkok is the capital of Thailand. It is the center of business in the country.	I love swimming in the sea near my home in Rayong. Although many people always think that Rayong is a town for business, but I know about the beaches that they are very quiet and peaceful. The beach I really love is at the bottom of the hill, and when I swim at this place I can see all of the boats going for their business in Rayong. However, they can't see me. I feel happy to have this beach for my swimming, and now it becomes my secret place.
An obvious paragraph seems to be well written but says nothing readers do not already know.	Apples are a kind of fruit. They grow on trees. Most apples are red, but some are green and others are yellow. There are dark seeds in the center of apples.	Apples are a kind of fruit that are beautiful. When they grow on trees, the red color of them will attract us to see and appreciate in the nature. Most apples are red, but some are green and others are yellow, and all of them are beautiful together when they are sitting in the basket at the market and waiting for everyone to buy. There are dark seeds in the center of apples, so they are a balance fruit that perfect for our to eat them and look at them, also.
A redundant paragraph says the same thing over and over, using different words to do so.	There are many kinds of papaya salad. In restaurants, people can choose the style they like best. Although every style contains papaya, each is different. The ingredients differ, so the taste differs, too. Therefore, everyone must decide which kind to order, because they are not alike at all. Papaya salad can change from place to place, and from plate to plate.	One of the most well-known nutritious and tasty Thai food is Papaya Salad. The richness of Thai herbs and vegetables causes many styles of this delicious food; moreover, the mixing sauces—the major recipes of tastes—are also unforgettable. For instance, a fermented anchovy (the most frequent order) serves for someone who loves a little bit salty. Meanwhile, the sugar cane and dried shrimp serve for a sweet lover. The other reason for this famous dish is not only can you cook it easily but can you find it all around in Thailand. It is available everywhere to please your desire.
A monotonous paragraph has sentences of exactly the same length.	Sam's Diner is good. Sam is friendly. The food is delicious. The tables are clean. The prices are cheap. The service is fast. I like Sam's Diner.	I am so impressive with Sam's Diner because of many reasons. First, Sam is very friendly, so I feel welcome to go in there. Also, another important reason is that the food is delicious, but for the price, it is cheap. Moreover, the service is fast, so customers will get the cheap and delicious food in a quickly time. Finally, the tables and everything are always clean. Because of these reasons, I and many people are always impressive with Sam's excellent Diner.
In a dead paragraph, the subject of every sentence is the same.	Mahasarakham is a town in northeastern Thailand. Mahasarakham has many schools and colleges. Mahasarakham has several famous temples and a night market. Mahasarakham was established 150 years ago. Mahasarakham is an important town.	Mahasarakham is one of the most important province in Thailand. Not only there are many interesting places to visit, but also there are also many schools and colleges located, so it is well known as the Education Center of the Northeast region. Many local students and from other regions who finish their high school programs can attend the higher graduation programs in Mahasarakham. There are also many respectful temples where you can find the collected northeastern literature and object arts. One of the lively place where local people enjoy going is a daily night market. You can find various kinds of Thai food and tropical fruit at the night market as well. Mahasarakham was established 150 years ago when Thailand first divided all big towns and cities into provinces. Now it is a nice and peaceful province where people are friendly and honest.
A frustrating paragraph suggests interesting points, but never explains them.	The most interesting person I know is my uncle. After resigning, he lived abroad for two years. Also, I love to hear his ideas about business. And when I visit his house, I admire the award he got from the government. I hope his team wins next week!	The most interesting person I know is my uncle. He was one of the most successful businessman in my country. He had been working so hard and won many government's awards. Moreover, whenever I had problems, he was always the first person who helped me deal with them. More importantly, not only was he successful in his business, but also in his family life. However, after his retirement from the hard work, he decided to rest his life abroad. I am therefore always missing him a lot, my dear uncle.

(Ref.Glass, T., 2001. "The strong points of writing weak paragraphs". *TESOL Journal*, 10 (1):32).

by The Cranberries

1 No need to argue?

THE STORY OF HOW the Cranberries became famous and successful is like a fairy tale.

When this Irish group from Limerick released their first LP, *Everyone else is doing it, why can't we?*, nobody was interested in Britain at first, but the single got to Number One in the charts after a successful tour in the USA. On that tour, they were the back-up band for the group, Suede, but soon people became more interested in the Cranberries than in Suede, and they became the real stars of the concerts. They followed this success with a fantastic album, *No need to argue*.

The lead singer, Dolores O'Riorden, is probably one of the best new voices in the world of pop – and she doesn't like being called the new Sinead O'Connor! The Cranberries play a simple type of music, quite similar in style to the music of the Smiths. The guitar solos are very original and their lyrics are very important, too. The group are continuing on the road to success with their latest album, *To the faithful departed*.

HOW WELL DO *YOU* KNOW THE CRANBERRIES?

1 Where are the Cranberries from?
2 Who is the lead singer?
3 How many albums have they made?
4 What kind of music do they play?
5 Where did they have their first success?

2 Find the rhymes.

violence
1916 family
slowly
crying
lowly silence
dying
see
me theme

by The Cranberries

3 Complete the text.

1 Another head hangs _____,
2 Child is _____taken,
3 And the _____ caused such _____
4 Who are we mistaken
5 But you _____ it's not _____
6 It's not my _____
7 In your head, in your head they are fighting
8 With their tanks and their bombs
9 And their bombs and their guns
10 In your head, in your head they are _____
11 *In your head, in your head*
12 *Zombie, zombie, zombie*
13 *What's in your head, in your head?*
14 *Zombie, zombie, zombie*
15 Another mother's breaking
16 Heart is taken over
17 When the _____ causes _____
18 We must be mistaken
19 It's the same old _____ since _____
20 In your head, in your head they're still fighting
21 With their tanks and their bombs
22 And their bombs and their guns
23 In your head, in your head they are _____

4 Complete the poem.

Peace looks like _____
Peace feels like _____
Peace sounds like _____
Peace smells like _____
Peace tastes like _____

(Ref: Ludlow, K., and Reilly, P., 1998. *Heinemann Hits*. Oxford: Heinemann:27-29).

not to put a check next to a different lesson from your schedule.

The last step is about you and your consultant. You will go to your consultant's office with the forms, receipts and schedule. She will check them and get some papers from her computer. Take them, check and sign. She will take one of the receipts and put all that forms into your file. Be careful about your file. Be sure that all the forms are complete. She will give you some extra forms, put them into a file at home.

These are the registration steps. If you do them with this order there won't be a problem. Do everything step by step and check everything before you go to your consultant's office. She will check them and put forms into your file. So you will finish your registration process without any mistake

APPENDIX N2

instead of the word study, you had better use - educate.

How Can You Finish Your Registration Process Easily?

At university you must renew your registration every term. If you don't , you can't study at your school any more. Although registration is not a long and difficult process some students make mistakes in this process. Everything is clear. The most important part is doing everything step by step.

The first step is about money you pay to your school. There is a special room for this process at your faculty. You must get in the queue and wait until your turn comes. Then you pay the money and get three receipts for your payment. After that you must go to the office for student affairs. They will give you a document which proves that you paid the money. Don't forget to take the receipts with you. Because they will take one of them when they give you the document.

The second step is about some forms that about you and the schedule about lessons you will take that term. You must fill the forms correctly and carefully. Then you must fill the schedule and check it from the prepared schedule for your class. Next you must go to computer room. Take the document you took at the office of student affairs. Find your paper and put a tick next to the lessons you will take. Be careful

APPENDIX N3

How Can You Finish Your Registration Process Easily?

At university, you must renew your registration every term. If you don't, you can't study at your faculty any more. Although registration is not a long and difficult process some students make mistakes at this process. Everything is clear. The most important part is doing everything step by step.

The first step is about money you pay to your school. There is a special room for this process at your faculty. You must get in the queue and wait until your turn comes. Then you pay the money and get three receipts for your payment. After that you must go to the office for student affairs. They will give you a document which proves that you you paid the money. Don't forget to take the receipts with you. Because they will take one of them when they give you the document.

The second step is about some forms that is about you and the schedule about lessons you will take that term. You must fill the forms correctly and carefully. Then you must fill the schedule and check it from the prepared schedule for your class. Next you must go to computer room. Take the document you took from the office for student affairs. Find your paper and put a check to the lessons you will take. Be careful not to mark a different lesson from your schedule.

The last step is about you and your consultant. You will go to your consultant's office with the forms, receipts and schedule. She will check them and get some papers about your last term marks and schedule for next term from the computer. Take them, check and sign. She

APPENDIX N4

YOU NEED SPECIAL ATTENTION FOR YOUR REGISTRATION

My brother is such an easy person that he doesn't carry out his responsibilities on time. Last term he went to school to get through his registration at the last day of it. As there were so many procedures to be done, he had difficulty to get through it. If he had planned what he would do and followed this plan, everything would have been regularly and easily. So if you don't want to be in that situation and complete all the necessary procedures, you should bear in mind the following steps.

The first step is to have chosen the university you want to be in while you are filling the university entrance form. You should consider your interests and the subjects that you're good at while doing this. You may have helps of persons who are experienced about it. As this is the most important step, you should be careful while giving your decision. If your score is enough to enter that university, then, you should wait for the acceptance paper from the university. You should be ready for doing all the necessary things that will be wanted.

Right after you have received acceptance paper, you should meet a person who is responsible for registration at your school to learn the necessary documents. You'll probably be wanted your diploma in high school, the document that shows your examination score and your identity card. You should be careful to prepare all documents and not to make mistakes, because you wouldn't be accepted if you had

a missing document. You also should pay the fee of which amount you can learn from your school. You shouldn't forget to have the document of your fee.

Then if you have prepared all the documents, you should go to school with them again for the last step of your registration. You had better want help of a previously registered student because you'll be wanted to fill a student form and go to some managers to sign your form. Otherwise, you may have difficulty in finding the managers' rooms or answering some of the questions.

Finally you should hand over all your documents with the student form you have filled and signed to the manager of the school. By the way, you should remember to ask if there is anything else needed as each school has a different way to register. You'll be given a date to have your student identity card, you should have your card at that day as the acceptance of your registration.

If you don't want to be in hurry and have no problems, you should make plan before your registration. In short getting through registration at a school is not a difficult affair if you follow the necessary steps like the ones I've suggested.

APPENDIX N5

YOU NEED SPECIAL ATTENTION FOR YOUR REGISTRATION

My brother is such an easy person that he doesn't carry out his responsibilities on time. Last term he went to school to get through his registration at the last day of it. As there were so many procedures to be done, he had difficulty to get through it. If he had planned what he would do and followed this plan, everything would have been regularly and easily. So if you don't want to be in that situation and complete all the necessary procedures, you should bear in mind the following steps. you start your introduction paragraph with a real example. This emphasises the importance of the topic your developmental paragraphs are related to your thesis statement.

The first step is to have chosen the university you want to be in while you are filling the university entrance form. You should consider your interests and the subjects that you're good at while doing this. You may have helps of persons who are experienced about it. As this is the most important step, you should be careful while giving your decision. If your score is enough to enter that university, then, you should wait for the acceptance paper from the university. You should be ready for doing all the necessary things that will be wanted. In this paragraph you have a grammatical mistake instead of using the phrase "giving your decision" you should use "making your decision"

Right after you have received acceptance paper, you should meet a person who is responsible for registration at your school to learn the necessary documents. You'll probably be wanted your diploma in high school, the document that shows your examination score and your identity card. You should be careful to prepare all documents and not to make mistakes, because you wouldn't be accepted if you had

a missing document. You also should pay the fee of which amount you can learn from your school. You shouldn't forget to have the document of your fee.

Then if you have prepared all the documents, you should go to school with them again for the last step of your registration. You had better want help of a previously registered student because you'll be wanted to fill a student form and go to some managers to sign your form. Otherwise, you may have difficulty in finding the managers' rooms or answering some of the questions.

Finally you should hand over all your documents with the student form you have filled and signed to the manager of the school. By the way, you should remember to ask if there is anything else needed as each school has a different way to register. You'll be given a date to have your student identity card, you should have your card at that day as the acceptance of your registration.

If you don't want to be in hurry and have no problems, you should make plan before your registration. In short getting through registration at a school is not a difficult affair if you follow the necessary steps like the ones I've suggested.

In this paragraph you had better use "any" instead of "no".

In general you explained all the steps very clearly.

APPENDIX N6

OU NEED SPECIAL ATTENTION FOR YOUR REGISTRATION

My brother is such an easy person that he doesn't carry out his responsibilities on time. Last term he went to school to get through his registration at the last day of it. As there were so many procedures to be done, he had difficulty to get through it. If he had planned what he would do and followed this plan, everything would have been regularly and easily. So if you don't want to be in that situation and complete all the necessary procedures, you should bear in mind the following steps.

The first step is to have chosen the university you want to be in while you are filling the university entrance form. You should consider your interests and the subjects that you're good at while doing this. You may have helps of people who are experienced about it. As this is the most important step, you should be careful while making your decision. If your score is enough to enter that university, then, you should wait for the acceptance paper from the university. You should be ready for doing all the necessary things that will be wanted.

Right after you have received acceptance paper, you should meet a person who is responsible for registration at your school to learn the necessary documents. You'll probably be wanted your diploma in high school, the document that shows your examination score and your identity card. You should be careful to prepare all documents and not to make mistakes, because you wouldn'

be accepted if you had a missing document. You should also pay the fee of which amount you can learn from your school. You shouldn't forget to have the document of your fee.

Then if you have prepared all the documents, you should go to school with them again for the last step of your resigtration. You had better want help of a previously registered student because you'll be wanted to fill a student form and go to some managers to sign your form. Otherwise, you may have difficulty in finding the managers' rooms or answering some of the questions in the form.

Finally you should hand over all your documents with the student form you have filled and signed to the manager of the school. By the way, you should remember to ask if there is anything else needed, as each school has a different way to register. You'll be given a date to have your student identity card, you should have your card at that day as the acceptance of your registration.

If you don't want to be in hurry and have any problems, you should make plan before your registration. In short getting through registration at a school is not a difficult affair if you follow the necessary steps like the ones I've suggested.

APPENDIX N7

Cinema and Theatre

People go to the cinema and theatre to spend their spa
es, to be more social or to entertain. Even though cinema
theatre are visited for the same reasons, they have
siderable differences in their fees, features and the degree
interest people show them.

The expenses of cinema are much more than the theatre
o prepare just a film, many scenes are used. The players
nd the team of the film travel from one place to an-
ther. They spend much money for transportation. Also, to pre-
nt the best film, they use the most modern technological
ools. High amount of money are paid for administration,
or every member of the film, from director to players.
Unlike cinema, theatre is cheaper. Because the scene of the
heatre doesn't change. For a play, just a stage is used.
o, there's no transportation expenses. And theatre doesn't nee
to expensive teenological tools and machines. A decor, lights,
stage and curtain are enough to perform a play.

The features of the cinema and theatre are different, too
Cinema can be repeated. If a player can not perform well
at first, that stage is filmed again. They have a break to
egresh the player's make up. They can watch a stage after
filming it and if they don't find it well, they can refilm it.
But there's no chance like this in theatre. If a player make
a mistake, it can not be corrected. There's no repetation in
heatre.

e interest showed to cinema is higher than the theatr
e like watching film at the cinema much more than the
atre. It's more exciting and the effects, sound and scenes
cinema is more affective. Theatre is not so popular
cinema. It comes simple to people and ~~does~~ is not prefere
When we think a social activity, theatre and cinema
e into our mind first. They sound as if they are
ular. But when you looks from some points you can see
differences of them.

Cinema and Theatre

People go to the cinema and theatre to spend their spare mes, to be more social or to entertain. Even though cinema nd theatre are visited for the same reasons, they have onsiderable differences in their fees, features and the degree f interest people show them. → Your introduction paragraph is comprehensible but improve it and the type of it is not very clear. Make a more clear type to it.

The expenses of cinema are much more than the theatre. To prepare just a film, many scenes are used. The players and the team of the film travel from one place to another. They spend much money for transportation. Also, to present the best film, they use the most modern technological tools. High amount of money are paid for administration, for every member of the film, from director to players. Unlike cinema, theatre is cheaper. Because the scene of the theatre doesn't change. For a play, just a stage is used. So, there's no transportation expenses. And theatre doesn't need to expensive teenological tools and machines. A decor, lights, stage and curtain are enough to perform a play.

The features of the cinema and theatre are different, too. Cinema can be repeated. If a player can not perform well at first, that stage is filmed again. They have a breaks to Regresh the player's make up. They can watch a stage after filming it and if they don't find it well, they can refilm it. But there's no chance like this in theatre. If a player makes a mistake, it can not be corrected. There's no repetation in theatre. → You haven't talked about the intervals in the plays at the theatre, so in order to talk about the same aspects, write sth about the intervals as you wrote about refreshing the player's make up.

The interest showed to cinema is higher than the theatre. People like watching film at the cinema much more than the theatre. It's more exciting and the effects, sound and scenes of cinema is more affective. Theatre is not so popular as cinema. It comes simple to people and ~~thee~~ is not prefered. When we think a social activity, theatre and cinema come into our mind first. They sound as if they like similar. But when you look from some points you can see the differences of them.

you say this
re begins a new
iscussion. Because in your
vious statement you didn't
talk about it, whether it is
first or not.

In what aspects is it simple or regarded as simple? If you give a short explain, it will clarify it

You haven't used an object. The meaning changes. You should use "---much more than watching a play at the theatre."

5) - CINEMA and THEATRE -

People have some basic needs to be able to continue their life. These, such as drinking, eating, breathing are the vital needs of people. And people do them instinctly. In addition to these basic needs, people have some social needs. Such as going to cinema and theatre. People do these social activities to be able to adjust to society and have enjoyable times. Even though people go to cinema and theatre for the same reasons, they are not same things. We call them as the name of "social activity" or "entertainment", but they have differences from some aspects. Now we'll talk about three of these differences; their expenses, their manners and the degree of their contact to the people.

Firstly, we'll talk about the expenses of them. Cinema is more expensive than theatre. From the beginning to the end every detail is filmed many times in order to obtain the best scene. Also, to prepare just a film, many different scenes are used. So, the players and the team working for the film travel from one place to another. They spend much money for transportation. They try to present the best film and to succeed this they use the most modern technological tools. High amount of money is paid for the administration of the film, also. All these increase the expenses of cinema. But, unlike cinema, theatre is not so expensive. It's cheaper than the ~~theatre~~ cinema. Since the play is performed in front of the audience, a scene can not be performed again. In addition to this, a scene of the theatre does not change. For a play, just a stage is used. The play starts and finishes at the same stage. So there're no transportation expenses of theatre, like cinema. Also, theatre does not need to use very expensive technological tools and machines. A decor, lights, stage and curtain are enough to perform a play. And even players themselves can prepare their own decor and costums without using

Secondly, the manners of the cinema and theatre are different, too. Cinema can be repeated. While preparing a film, even just a scene is filmed again and again. If a player can not perform well at first, that stage can be repeated once more. Also, they have a breaks to refresh the player's make up and can go on later. They can watch a stage after filming it and if they don't find it well, they can change that stage and refilm it. For all these reasons, preparing a film, also, takes too long. A film comes to ready at least a year. But the manner of theatre is not like cinema's. Because there's no chance like repetation in theatre. Players rehearse their play many times only before presenting it to the audience. And when the performing day has come, they play it only once. If they make a mistake, they can not correct it. Because they perform their play in front of the audience. And, also, for all these reasons, the preparation of the theatre does not take too long.

Finally, the degree of their contact to the people is different, too. You can see the players of the cinema at the screen. You are not face to face with them. You can only watch their behaviours, you can not feel their excitement. So the understanding of the topic and the message of the film is harder for you. But in theatre, the message wanted to be given reaches to the audience more easily and clearly. Because the players perform the play in front of you. You can see their faces, the expression in their eyes. You can feel what they feel. For all these reasons the understanding of the message and topic is easier in theatre.

In conclusion, people have some social needs, and do some social activities for their social needs. If we think social activities, we can give theatre and cinema as an example. But, although we call them under the same title, they differs in some aspects. And when you looks from some points, you can see these differences.

APPENDIX N10

Cinema and Theatre

Once, when people have lots of spare time, theatre was a favorite amusement means. Almost in every society, people frequently trained greatly and held dramas. In some cities, grand ancient theatres were built, and theatre was attached importance greatly. However, with the development of technology, cinema has started to be attached importance. For films limitless money has been spent and technology has been included in it extremely. Cinema, with it's complicated implements and with it's stages, has been considered very deep and complex; however not only with it's spirit, but also with it's presentation, theatre has been expended a very big effort. In brief, creating a theatre play is much more hard than producing a cinema film.

Cinema and theatre differ in their creation. In a cinema film, failings can be compensated. Because a film can be made again and again before it meets with it's spectators. Furthermore the film can be precise and perfect with the collimations of the director. However, in a theatre play, failings and mistakes can not be corrected. In spite of all preparations and trainings, during almost two or three hours the whole play is presented and there is no flashback. All failings are observed by spectators, and they always be in their minds. The only thing the players can do is to try not to reveal these failings and tie them with the rest of the play, which is very troublesome and

requires a big ability. In conclusion, failures are factors which make films and plays different.

Cinema and theatre differ in the devices that are used. In cinema, films can be made easily with the technological instruments and computers which are used. The effects which are enjoyed by spectators and which seem very hard are made easily by computers in fact. The feelings and the theme that are wanted to given, can be made without much effort in films. However, in a theatre play the only tools that are used are the decorations and settings. These decors, which are sometimes very simple, are used to give the theme and the feelings of the moment. The players also must endeavour greatly to give the atmosphere of feelings such as sorrow, happiness, perplexity, anxiety. To sum up the devices that are used are very important in giving the spectators the effects, feelings and the theme.

Cinema and theatre are different in the matter of spectators. In cinema, the actors don't face with viewers. They play their role in front of the director, settings and some people who are on duty, which is not so hard. They aren't anxious about their mistakes because of the fact that there isn't any viewer, so they don't feel much thrill. On the other hand, in theatre, the players act directly in front of the spectators, which is a nuisance. They know that the spectators will react in some way, so they feel

themselves anxious and naturally they are excited.

In conclusion, cinema and theatre which are both given an effort are different in their creation, devices and the matter of spectators. Although, cinema seems very hard with it's complexity, it is clear that with the difficulties during it's trainings and performing, theatre is much more hard than cinema.

APPENDIX N11

Cinema and Theatre

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Cinema and theatre differ in the devices that are used. In cinema, films can be made easily with the technological instruments and computers which are used. The effects which are enjoyed by spectators and which seem very hard are made easily by computers in fact. The feelings and the theme that are wanted to given, can be made without much effort in films. ⇒ HOW? However, in a theatre play the only tools that are used are the decorations and settings. These decors, which are sometimes very simple, are used to give the theme and the feelings of the moment. The players also must endeavour greatly to give the atmosphere of feelings such as sorrow, happiness, perplexity, anxiety. To sum up the devices that are used are very important in giving the spectators the effects, feelings and the theme.

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In conclusion, cinema and theatre which are both given ~~an~~ effort are different in their creation, devices and the matter of spectators. Although, cinema seems very hard with it's complexity, it is clear that with the difficulties during it's trainings and performing, theatre is much more hard than cinema.

Your introduction paragraph is pretty good in that
r entrance to the topic has been logical.
Your thesis statement is good but do you
t that your topic sentences in developmental
graphs support your thesis statement? I don't
so. Your thesis statement emphasizes the differences
ween the creation of theatre and the production of
ilm. Your topic sentences should base upon this
asis I think.
You have expressed the topic in such a way that
comparison and contrast statements attracts the
der. However you can use transitions to make
statements more attractive

APPENDIX N12

Cinema and Theatre

Once, when people had lots of spare time, theatre was a favorite amusement means. Almost in every society, people frequently trained greatly and held dramas. In some cities, grand ancient theatres were built, and theatre was attached importance greatly. However, with the development of technology, cinema has started to be attached importance. For films limitless money has been spent and technology has been included in it extremely. Cinema, with its complicated implements and with its stages, has been considered very deep and complex; however, not only with its spirit, but also with its presentation, theatre has been expended a very big effort. In brief, creating a theatre play is much more hard than producing a cinema film.

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films and plays different.

Cinema and theatre differs in the devices that are used. In cinema, films can be made easily with the technological instruments and computers that are used (Titanic, ...). The effects which are enjoyed by spectators and which seem very hard are made easily by computers in fact. The feelings and the theme that are wanted to be given, can be made without much effort in films. However, in a theatre play the only tools that are used are the decorations and settings. These decors, which are sometimes very simple, are used to give the theme and the feelings of the moment. The players also must endeavour greatly to give the atmosphere of feelings such as sorrow, happiness, perplexity, anxiety. To sum up the devices that are used are very important in giving the spectators the effects, feelings and the theme.

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In conclusion, cinema and theatre which are

both given effort are different in their creation, devices and the matter of spectators. Although, cinema seems very hard with its complexity, it is clear that with the difficulties during its trainings and performing, theatre is much more hard than cinema.

HARMFUL DRUGS

All of us face problems in our all life because of many reasons. Thus, we need to come over these problems in order to relax psychologicaly. And we try many ways to solve thes problems or forget them. For this purpose, some does sports, some listens music, some talks to a friend or psychologist, some uses norcotic drugs like alcohol, heroin, norcotic. Unfortunately, addiction norcotic has been increasing among people esperially young since last years in many countries. That's why, experts are searching the causes of using norcotic drugs except for medical treatment. We can see in most books that There are three basic couses of using norcotic drugs among young; family, friends and media (television)

Family is the mast effective factor for the habit of ung. Family members (mother, father, elder sister or brother) give rder or advice and they become model for them. If one of them ses the norcotic, the person tends to use it. We can call tho affectation". Also, serious problems canbe among family membe ecause of this, the relation breaks with family. And the person eels lonely with problems. At the some time, some families and extremely strict rules. They limit the life of young in terms o ll cases. They show certain model for young. Because of that press The young easly get bored with their life.

n the contrary, some families behave very flexibly, They aren't
ested in their childrens' problems. They don't teach the way of
ing problem. In these all kind of family, the young feel helpless
enduring the problems. They think that they can flee from
m by using narcotic.

Another cause of using narcotic is friend environment.
e friendship is very necessary need for the young. Like
mily, the friends are model for people. The person adopts
e habit of her or his habits to lead the life. Also, The young
oin the activities of her or his friends to continue the friendship.
f one of the friends are addicted to narcotic drugs, the person
orders it. Some friends say " try for first time, it doesn't
affect once, it is relaxing ". That encouraging speech causes
for the first using. And then that follows addiction

Using narcotic is very common among famous people like
ingers, models, actors, football players. The young love them very
much and they think they are wonderful people. That's why the young
want to be like them. Because of affectation, the young try to use
the narcotic.

In conclusion, using narcotic is increasing day by day in the
world in spite of its harmful affects. Also there can be other cause
like being trapped, being forced, being not awareness. But,
These three factors are more important in human life

HARMFUL DRUGS

All of us face problems in our all life because of many reasons. Thus, we need to come over these problems in order to relax psychologicaly. And we try many ways to solve these problems or forget them. For this purpose, some does sports, some listens music, some talks to a friend or psychologist, some uses narcotic drugs like alcohol, heroin, narcotic. Unfortunately, addiction narcotic has been increasing among people especially young since last years in many countries. That's why, experts are searching the causes of using narcotic drugs except for medical treatment. We can see in most books that There are three basic causes of using narcotic drugs among young; family, friends and media (television)

Family is the most effective factor for the habit of ing. Family members (mother, father, elder sister or brother) give ter or advice and they become model for them. If one of them es the narcotic, the person tends to use it. we can call that ffectation". Also, serious problems canbe among family members cause of this, the relation breaks with family. And the person els lonely with problems. At the same time, some families und extremely strict rules. They limit the life of young in terms of l cases. They show certain model for young. Because of that press, e young easly get bored with their life.

Ly You don't have coherence in your paragreph.

On the contrary, some families behave very friendly, they aren't
ested in their children's problems. They don't teach the way of
ving problem. In these all kinds of family, the young feel helpless
enduring the problems. They think that they can flee from
em by using narcotic.

Another cause of using narcotic is friend environment.
e friendship is very necessary need for the young. Like
amily, the friends are model for people. The person adopts
he habit of her or his habits to lead the life. Also, The young
join the activities of her or his friends to continue the friendship.
f one of the friends are addicted to narcotic drugs, the person
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affect once, it is relaxing ". That encouraging speech causes
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Using narcotic is very common among famous people like
singers, models, actors, football players. The young love them very
much and they think they are wonderful people. That's why The young
want to be like them. Because of affectation, the young try to use
the narcotic and imitate do others. This paragraph is too short according to others. You should develop that.

In conclusion, using narcotic is increasing day by day in the
world in spite of its harmful affects. Also there can be other causes
like being trapped, being forced, being not awareness. But,
These three factors are more important in human life
than others. Your essay is pretty, but,
You don't have coherence in your developmental
paragraphs. You should develop and regulate them.

WHY ADDICTION NARCOTIC?

Today, People face many problems in their life because of several reasons. Thus, They need to come over these problems in order to relax psychologicaly. And we try different ways to solve these problems or forget them. for this purpose, some does sports, some listens to music, some talks to psychologist, some uses narrotic drugs like alcohol, heroin, narrotic for relaxing. Unfortnately, especially in developed countries people have very stressful life. As a result of this, Addiction narrotic has been increasing among the young. That's why experts are searching the cause of using heroin except for medical treatment. Generally we hear alot of causes for addiction narcotic. But, There are three basic causes of using narrotic drugs like personal factor, family and friends.

Personal power leads people to different ways according to its degree. It is generally said that everything is in our own hands. So, people can think logically for solving their problems. But the person who are too sensitive and hasn't got self-confident, can't struggle with the diffculty of life. Such people always need help in order to achieve something or to be happy during their all life. They don't know to make decision themselves. Also they exaggerate everything in negative way. They think the situation worse than it is. Because of the lack of logic, they think that heroin can help them for their problems That's why people should be aware that they can come over every condition.

Family is the most effective factor for habit of people. Family membes (mother, father, elder sister or brother) give order or advice and they become model for them. If one of them uses the narcotic drugs he person tends to use it. we can call that "affectation".

, serious problems can be among family members like divorce, disagree-
t, aggression. Because of this, the relation breaks in family. So, the person
ds to be far from family. He or she believes everyone easly.
, There are some families fand strict rules. They limit the life of
children with alot of rules. They show certain models for children.
cause of that rules, they want to live that prohibition secretly.
contrast to that family, some families behave very flexibly. They aren't
ood leader for their children to teach the way of struggling with
fe. So, the people can't understand the importance of using narcotic
rugs.

The last cause of using narcotic is friend environment. The friend-
ship is very necessary need for people. Like family members, friends
are model for people. The person adopts the habit of friends in order
to continue the friendship. And we join the activities of the friends'
activities for a good friendship. Because we are in big fear of
losing fried environment. If one of our friends are addicted to
narcotic drugs, we wonder using it. Some frieds can say "try it
for first time, it doesn't affect once, it is very relaxing".
With that encaraging speech, People use it for first time.
And then that follows addiction narcotic.

In conclusion, using narcotic is increasing day by day in the
world in spite of its harmful effect, death, warnings by experts. Also,
there can be other causes of using narcotic drugs like being
trapped, being forced, being not aware. But, these three factors
are more important in human life.

APPENDIX N16

DISASTERS COMING WITH WARS

The controversials between people have been inevitable since ancient times. These controversials often reached such tremendous points that it caused wars -sometimes destructive wars- between countries and empires. In history, sometimes, small wars between two countries became the worlds problem and these small wars resulted in world wars. Before participating in a war, countries should take into consideration the results of wars. As usual, wars bring to the countries some disasters whose effects last for a long time.

The most obvious result of wars is the death and wounded people. The number of death and wounded people reaches huge numbers after wars. In the past, the main power for countries was the number of their soldiers and the poor weapon conditions caused them to fight face to face. So the number of death people was tremendous in only war area. But with the development of technology, the power of the countries and the area of the wars have expanded. The invention of planes, tanks, guns, bombs and rockets resulted in more and more death and wounded people. Because of these weapons not only the soldiers but also the civil people dies. For instance in the war between USA and Japan in 1945, 340.000.000 people died and 352.000550 people were wounded. These high numbers were the result of two nuclear bombs that America used.

Another result of wars is the psychological defeats upon the nation. When people lose their families, relatives, homes...etc., they find themselves in a depression. Their old lifestyle changes and they have to live in new negative conditions. So, they can't come up with their psychological problems. Especially children are effected from wars. Most of them lose their family in a small age, they witness to the war and death of people. So, they live these psychological effects of war through rest of their

life. And thus, after wars, new generations always have psychological problems that are hard to treat. For example, after the war in 1945, Japanese people had psychological problems and some still have.

After wars, countries always live economic problems that are hard to make up for. The weapons used in war, the cities destroyed during war and the economic sources that are lost after war shows the economic loses of a country. And people live poor life conditions in the coming years. Because country uses the rest of its money to build new cities or to strengthen its army again. And because of its poority, it lasts for a long time for the country to develop. Again in 1945, the effects of nuclear bombs were so great that, Japan could only make up for its loses nearly in fourty years.

To sum up, wars have always affected countries in negative ways and resulted in loses that are made up for in a long time. Countries should accept these risks before participating in a war. Because today, effects of wars are expanded and their compensation is harder.

APPENDIX N17

DISASTERS COMING WITH WARS

The controversials between people have been inevitable since ancient times. These controversials often reached such tremendous points that it caused wars -sometimes destructive wars- between countries and empires. In history, sometimes, small wars between two countries became the worlds problem and these small wars resulted in world wars. Before participating in a war, countries should take into consideration the results of wars. As usual, wars brig to the countries some disasters whose effects last for a long time, there is a lack of coherence from you started successfully, but the point that I marked.

The most obvious result of wars is the death and wounded people. The number of death and wounded people reaches huge numbers after wars. In the past, the main power for countries was the number of their soldiers and the poor weapon conditions caused them to fight face to face. So the number of death people was tremendous in only war area. But with the development of technology, the power of the countries and the area of the wars have expanded. The invention of planes, tanks, guns, bombs and rockets resulted in more and more death and wounded people. Because of these weapons not only the soldiers but also the civil people dies. For instance in the war between USA and Japan in 1945, 340.000.000 people died and 352.000550 people were wounded. These high numbers were the result of two nuclear bombs that America used.
your first developmental paragraph is very good. You gave a good example to support your ideas.

Another result of wars is the psychological defeats upon the nations. When people lose their families, relatives, homes...etc, they find themselves in a depression. Their old lifestyle chages and they have to live in new negative conditions. So, they can't come up with their psychological problems. Especially children are effected from wars. Most of them lose their family in a small age, they witness to the war and death of people. So, they live these psychological effects of war through rest of their

life. And thus, after wars, new generations always have psychological problems that are hard to treat. for example, after the war in 1945, Japanese people had psychological problems and some still have. Can you explain these psychological problems clearly. If you do it, it will be better

After wars, countries always live economic problems that are hard to make up for. The weapons used in war, the cities destroyed during war and the economic sources that are lost after war shows the economic loses of a country. And people live poor life conditions in the coming year. Because country uses the rest of its money to build new cities or to strengthen its army again. And because of its poority, it lasts for a long time for the country to develop. Again in 1945, the effects of nuclear bombs were so great that, Japan could only make up for its loses nearly in fourty years. You should give more example. Add some ideas.

To sum up, wars have always affected countries in negative ways and resulted in loses that are made up for in a long time. Countries should accept these risks before participating in a war. Because today, effects of wars are expanded and their compensation is harder.

your conclusion is good. it is related to your essay. you haven't given a new idea.

APPENDIX N18

DISASTERS COMING WITH WARS

The controversials among people have been inevitable since ancient times. These controversials often reached such tremendous points that it caused wars – sometimes destructive wars – among countries and empires. In history, sometimes, small war between two countries became the world's problem and these small wars resulted in world wars. In the end of wars – especially world wars – the countries lose some values which can't be taken back. So, before participating in a war, countries should take into consideration the results of wars. As usual, wars bring to the countries some disasters whose effects last for a long time.

The most obvious result of wars is the death and wounded people. The number of death and wounded people reaches huge numbers after wars. In the past, the main power for countries was the number of their soldiers and the poor weapon conditions caused them to fight face to face. So the number of death people was tremendous in only war area. But with the development of technology, the power of the countries and the area of the wars have expanded. The invention of planes, tanks, guns, bombs and rockets resulted in more and more death and wounded people. Because of these weapons not only the soldiers but also the civil people dies. For instance in the war between USA and Japan in 1945, 340,000,000 people died and 352,000,000 people were wounded. These high numbers were the result of two nuclear bombs that America used.

Another result of wars is the psychological defeats upon the nation. When people lose their families, relatives, homes...etc. they find themselves in a depression. Their old lifestyle changes and they have to live in new negative conditions. So, they can't come up with their psychological problems. Especially children are effected from wars. Most of them lose their family in a small age. They always have the oppression of growing up without their families. For instance, after the war between USA and Japan, a five year-old boy Fujio Tsujimoto said only these sentences: "Take me back to my past for a second. I want my mum, my dad, my sister and my brother." And children's witnessing to the war and death of people make them live psychological effects of war through rest of their life. And thus, new generations always have psychological problems that are hard to treat. For example, after the war in 1945, Japanese people had psychological problems and some still have.

After wars, countries always live economic problems that are hard to make up for. The weapons used in war, the cities destroyed during war and the economic sources that are lost after war shows the economic loses of a country. Take, for instance, after the inner war in Rwanda, the government has continued to invest 250 millions of dollar on weapons per year while the nation suffer from starvation. And after wars, people live poor life conditions in the coming years. Because country uses the rest of its money to build new cities or to strengthen its army again. And because of its poority, it lasts for a long time for the country to develop. Again in 1945, the nuclear bombs resulted in so great damage that, Japan could only make up for its loses nearly in forty years.

To sum up, wars have always effected countries in negative ways and resulted in loses that are made up for in a long time. Countries should accept these risks before participating in a war. Because today, effects of wars are expanded and their compensation is harder.

MY REGISTRATION DAY

When I learned that I won the university I was very happy. I went to lycee I graduated from and spoke with my teachers. They were happy too that I won the university. I took my diploma and the list of needs of registration. I start to prepare the documents immediatly.

First I went to the photographer and got my photos taken. He said me to take my photos the other day. After two days I got twenty four photos of my front head. Then I went to the department of governer and got a copy of my ID. I made it sealed to the governer.

When the day before the registration I was ready. I put the diploma, the certificate that shows I won universsity, the twelve photos and sealed copy in a file. I was very excited that I finished the lycee and was going to be a university student. I got up early the next day. I checked the list again and went to the station I got in the bus and came to Eskisehir.

I had come to Eskisehir for the first time, so I hadn't known where I would go. I asked the driver and he said he would stop in front of the university. I got out when it stopped and started to walk. I followed the people for a while. I asked some people where the Education faculty was. And I came to the faculty at last.

I entered through the door and asked what I had to do to the people on the entering of the door. They told me to go to the registration room. I went to the room whose door was written "English Teacher Department". I went in the crowded. There was a girl on duty asked me for helping. I said I came to registrate. Firstly she gave me decants and told me to go to the bank.

After paying the fee to the bank I took the sealed decants back to the girl. Then she gave me same papers to fill up and sign up. While I was filling she took the file I prepared before. I finished the paper and gave them back. When she took them she said I had to stick a photo on one of the paper. I went out and started to look for a glue and scissors because I hadn't brought. When I was walking I saw students sticking photos. I went near one of them and asked to use his glue and scissars. I stuck and thanked him. Then I gave the last paper to the girl.

She said I was a university student and gave me a document which shows I was a university student. She told me to seal this document to the secretary of dean. I went to the secretary and gave the paper. She signed and sealed it. I brought it back to the girl. She looked and said everything finished. She told me to come at the beginning of the next month and to see my advisor to take lessons.

I thanked to the girl for her helps and went to the station. Then I went back to my hometown

APPENDIX N20

MY REGISTRATION DAY

When I learned that I won the university I was very happy. I went to lycee ("high school" is more appropriate than this word) I graduated from and spoke with my teachers. They were happy too that I won the university. I took my diploma and the list of needs of registration. I started to prepare the documents immediately.

First I went to the photographer and got my photos taken. He said to me to take my photos the other day. After two days I got twenty four photos of my front head. Then I went to the department of governer and got a copy of my ID. I made it sealed to the governer.

When the day before the registration I was ready. I put the diploma, the certificate that shows I won universtty, the twelve photos and sealed copy in a file. I was very excited that I finished the lycee and was going to be a university student. I got up early the next day. I checked the list again and went to the station. I got in the bus and came to Eskisehir.

I had come to Eskisehir for the first time, so I hadn't known where I would go. I asked the driver and he said he would stop in front of the university. I got out when it stopped and started to walk. I followed the people for a while. I asked some people where the Education faculty was. And I came to the faculty at last.

I entered through the door and asked what I had to do to the people on the entering of the door. They told me to go to the registration room. I went to the room whose door was written "English Teacher Department". I went in the crowded. There was a girl on duty asked me for helping. I said I came to registrate. The girl on duty offered me to help Firstly she gave me decants and told me to go to the bank.

After paying the fee to the bank I took the sealed decants back to the girl. Then she gave me some papers to fill up and sign up. While I was filling she took the file I prepared before. I finished the paper and gave them back. When she took them she said I had to stick a photo on one of the paper. I went out and started to look for a glue and scissors because I hadn't brought. When I was walking I saw students sticking photos. I went near one of them and asked to use his glue and scissors. I stuck and thanked him. Then I gave the last paper to the girl.

She said I was a university student and gave me a document which shows I was a university student. She told me to seal this document to the secretary of dean. I went to the secretary and gave the paper. She signed and sealed it. I brought it back to the girl. She looked and said everything was finished. She told me to come at the beginning of the next month and to see my advisor to take lessons.

I thanked to the girl for her helps and went to the station. Then I went back to my hometown

this is not a well developed conclusion paragraph

it can be better to make a brief summary of the registration process.

Your style isn't suitable for the form of the process essay. You only narrate events that you experience during your registration process. You should organize context of your essay suitable for the directional process essay.

Introduction paragraph isn't well-developed. And also there is not a stated thesis statement.

You can write your experiences about the registration briefly in the introduction paragraph using the technique of dramatic entrance.

You can explain the procedure in detail in developmental paragraphs. You should define the steps more clearly in chronological order.

As the audience is important, you should inform them about the registration process. For example make a list of necessary documents and warn people to provide all the documents without exception, etc.

Your personal experiences like your first visit to Estisehr, the girl's offering you to help are irrelevant. Instead explain relevant things, the steps of registration, with more details. warn people about the difficulties of this process. Highlight the importance of some steps such as paying the fee and inform them what kind of difficulties they can face with if they don't realize the procedure in a regular way.

APPENDIX N21

THROUGH REGISTRATION

The days before the university exam are the most nervous and
citing ones of the students in their lives. Because the exam result will be
nge their future life wholely. So that they should prepare well and
ke the choises after a good thought. The nervousness and excitement of the
m continiowes until after the exam. But when the results are announced
winners will be very happy. With this happyness they think that everything
shed when they won the university. In contrast, everything starts then. There are
e duties the winners must do. They should prepare photographs, copy of ID,
loma, the certificate that shows you win university before registration.

First you should take your diploma from the high school you graduated
om. This diploma shows the point you get during your high-school education.
d it also shows which part you chose. -language, Turkish and math etc.. -

Secondly you should get a copy of your ID. You can get it from the
partment of governer. But before going there you must have at least a photo
d your ID with you. Then you should say why you want this copy for. -registration
newing your ID etc... At last you should get the copy signed and sealed to the
overner. Otherwise the unsealed copy will be useless.

Thirdly you should have twelve photos of you. But you can have more, if
ily it requires. These photos must be taken of your face and must be 2,5 x 3 cm.
ou must have no beard and moustache if you are male and have no scarf
- you are female. And it is good that the photos are taken lastly. Because the
rson in the photo and you can be identify easily.

After preparing these things put them in a file and check once more
gain. And be aware of that in the file the photos, copy of ID, diploma, the
ertificate showing you win the university. When you finish all then you are
eady for registration. But don't forget to take a glue and scissors if only it
equires and to take money with you for some requirements.

You should go to the faculty and find the registration room. It is written
for example "English Teacher Department" on the door. You should tell that you
me for registration then they help you. They firstly ask your name and find
our file prepared before. In the file these are some papers you must fill up
nd sign and stick photos on.

They also give you a decont to pay the fee to the bank. After pay the fee take the sealed decont the bankman gave you to the registrator.

He or she will give you a paper which shows you are university student. You should fill it up and stick a photo on. Then get this paper sealed and siagned to the secretary of dean. Show the sealed paper to the registrator and give the filled papers him back. After all these, you will be a university student.

APPENDIX N22

YOU AND YOUR NEW FRIEND

Some people think that making new friends is very iffucult . However if you really want to make a new riend , it is not a real problem. In contrast , it is really enjoyable and easy thing. Most people are afraid of making new friends because they are too shy to speak to new people or they fear that new people don't love them if they speak to that people. But what should they do to make new friends? They should carry out some small but important steps in order to make new friends. And I try to explain these steps.

At first for making a new friend , you should find the person whom you want to be a friend. Of course you dont make a research for this. So, how is it possible? May be you get acquainted at random , for example when you go to a concert, the person sitting near you behaves closely and speaks to you , at that time you like him / her and you get acquainted him/her. Or your other friends introduce sb to you, and you start to speak to him /her.

After having a person to be anew friend, being self-confident becomes the most important step. Confidence is really important because if you dont have confidence , you can't express your own ideas compeletely and clearly or

you cant speak to the person you dont know. Why? Because you think that if you behave or speak sincerely, that person may not like you. It is indicator of your lack of confidence. But if you really want to make a new friend, you must be confident. Look arcund the environment you are in, the people who have got a lot of friends are also confident.

After being confident, now you should behave and speak sincerely, you should express your own ideas compeletely and correctly. Because if you dont behave sincerely as soon as that person understand the position, he/she doesnt want to be your friend. Being friends needs common points when you dont express your own ideas clearly, he/she misunderstand you and again he/she may not want to be your friend. Therefore, the third and also very important stage is to convey yourself correctly and act whatever you are.

Now it is time to tell the last and also consequential stage! After you do all three stage if you see that he/she is the suitable person for being your friend and have a lot of things to share, to speak, now you should start

to spend time together to know each other. well. What should you do? You should go to cinema concert, theathre, in this way you can learn your new friend's hobbies, enjoyments. Beside you should go to cafes, parks, in these places you may feel relax and easily share your ideas. The more time you spend with him/her the better you can recognize him/her.

Making new friends isnt very diffucult. However, you should carry out some easy but important stages, like finding a new person, being confident sharing your ideas clearly and spending time with him/her. If you fallow this way, you can make a new friend. HAPPY LIFE WITH YOUR NEW FRIEND!!!

APPENDIX N23

not very logical but I think. inviting

YOU AND YOUR NEW FRIEND

Some people think that making new friends is very diffucult. However if you really want to make a new friend, it is not a real problem. In contrast, it is really enjoyable and easy thing. Most people are afraid of making new friends because they are too shy to speak to new people or they fear that new people don't love them if they speak to that people. But what should they do to make new friends? They should carry out some small but important steps in order to make new friends. And I try to explain these steps.

instead of this sentence there can be more attractive and logical sentence.

There isn't exact technique for introduction. I think using dramatic entrence will make your introduction more inviting.

At first for making a new friend, you should find the person whom you want to be a friend. Of course you dont make a research for this. So, how is it possible? May be you get acquainted at random, for example when you go to a concert, the person sitting near you behaves closely and speaks to you, at that time you like him/her and you get acquainted him/her. Or your other friends introduce sb to you, and you start to speak to him/her. There can be more ways for finding new friends besides concert. (At the bus, near your classroom, in the canteen).

I think it's a good example.

After having a person to be anew friend, being self-confident becomes the most important step. Confidence is really important because if you dont have confidence, you can't express your own ideas compeletely and clearly or

you cant speak to the person you dont know. Why? Because you think that if you behave or speak sincerely, that person may not like you. It is indicator of your lack of confidence. But if you really want to make a new friend, you must be confident. Look around the environment you are in, the people who have got a lot of friends are also confident.

There can be an example from your real life

After being confident, now you should behave and speak sincerely, you should express your own ideas compeletely and correctly. Because if you dont behave sincerely as soon as that person understand the position, he/she doesnt want to be your friend. Being friends needs common points when you dont express your own ideas clearly, he/she misunderstand you and again he/she may not want to be your friend. Therefore, the third and also very important stage is to convey yourself correctly and act whatever you are. I think using different adj. and adverbs make this city better and stated the feling of the writer own also make this essay inviting

Now it is time to tell the last and also consequential stage! After you do all three stage if you see that he/she is the suitable person for being your friend and have a lot of things to share, to speak, now you should start

more
to spend time together to know each other. well
What should you do? You should go to cinema
concert, theathre, in this way you can learn
your new friend's hobbies, enjoyments. Beside
you should go to cafes, parks, in these places
you may feel relax and easily share your ideas.
The more time you spend with him/her the
better you can recognize him/her. I think
examples are in the same line and very similar,
different examples (exp. making meal together) and different
forms of sentences should be used to make it fluent.
Making new friends isnt very diffucult. However,
you should carry out some easy but important
stages, like finding a new person, being confident
sharing your ideas clearly and spending time
with him/her. If you fallow this way, you can
make a new friend. HAPPY LIFE WITH YOUR NEW
FRIEND!!!

Making little summary make conclusion paragraph
fluent but it needs still something different and
inordinary. There can be warnings, suggestions, I think
there must be more idea to support central idea.
And thesis statment can be more clear.

APPENDIX N24

HAPPY LIFE WITH YOUR NEW FRIEND!

Humanbeing is a social creature because of his nature. He needs other people due to his sociability. Nobody can live lonely in nature so we need other people to share our feelings and convey our thoughts, to help each other. These people are our parents and relatives and also other people. We choose some of them as friends who have the same life style, personality, feelings, thoughts... We share a lot of things and time with them. For that, making a new friend is very important for a person. Most people think that it is very difficult and complex to make a new friend but in fact it becomes very easy by carrying out some small but important steps.

While making a new friend, you should find a person whom you want to be friend first. As an example, suppose that you are in concert or cinema, the person who is sitting next to you may behave closely, may try to speak to you, then that may be a start to a new friendship or a friend of yours may introduce somebody to you and words which are uttered to know him more may be another start to a friendship.

After having a person as a new friend, being self-confident becomes the most important

Now it is time to tell the last and also consequential stage! After you do all three stage if you decide that he/she is the suitable person for being your friend and have a lot of things to share, to speak, now you should start to spend more time together to know each other well. What should you do? You should go to public places like cinema, theatre to learn your new friend's hobbies and enjoyments. If you want to know him/her in different place you had better have a short holiday with him/her. During holiday, you get the chance to know each other very well. The more time you spend with him or her the better you can recognize him/her.

As it can be revealed from the explanations till now, it doesn't seem to be very difficult to be friend with someone, as long as you fallow the way of having self-confidence, expressing your ideas clearly and spending your free time enjoying with him/her, "Happy life with your new friend!".

step. Self-confidence is really important because if you dont have self-confidence, you can't talk to a person you dont know or you may talk but you cant express your own ideas completely and clearly. Why? Because you think that if you behave or speak intimately, that person may not like you. It is indicator of lack of your confidence. But if you really want to make a new friend, you must be confident. Look around you, the people who have got a lot of friends are also confident. For example, I have an English teacher from my high school who is sure about his own abilities or opinions. He is not afraid of expressing his ideas and thoughts. For that reason: he has got real friends.

After being confident, now you should behave and speak sincerely, you should express your own ideas entirely and definetely. Because if you don't behave sincerely, as soon as that person understand the situation, he/she may not want to be your friend. Being friends needs common points when you dont express your own ideas clearly, he/she may misunderstand you and again he/she may not want to be your friend. Therefore, the third and also very important stage is to convey yourself correctly and act as you feel.

APPENDIX N25

OTTOMAN EMPIRE and TURKISH REPUBLIC

Ottoman is a big and strong Empire. Administration system of Ottoman Empire is monarchy. When padishah who govern Empire dies, one of his sons govern the Empire. Administration, education, social life and law system, all them depent on Islamic law. Turkish Republic is respected continuation of Ottoman Empire. Almost everybody claim two country is similar but Turkiye is governed with democratic rules. Administration, education, social life and law system of Turkish Republic is determined with constitution that prepered people chosen by citizen in Turkish Republic. Ottoman Empire and Turkish Republic is entirely different country.

Ottoman Empire is different from Turkish Republic on law system. Empire have divided law system according to variety ethic groups. In contrast to Empire Ottoman, Turkish law system have unity of law and everybody live Turkiye have equal right. Thanks to Turkish constitution, justice is provided for every citizen. In Ottoman law system we can't run into civil law except Mecelle but Mecelle is prepared for only Sunni Hanafi and Mecelle determine only relation person with thing. Unlike Ottoman Empire, Turkish legal system have a civil law and this democratic law system determine relation person with person and person with movable and unmovable things. Moreover Turkish civil law provide right for women but Ottoman Empire never give right to women. Furthermore Turkish Republic provide to women political right. Finally,

Ottoman law system is very different from Turkish law system.

Education system is different Turkish Republic. Ottoman Empire education system is depent on Islamic rules. Medressehs, local schools and gynaeceum are particular place for education and term of I Mahmud, military and technical schools are opened. Unlike Ottoman Empire, Turkish education system is laic. All schools is depent on Ministry of Education. Education is contemporary, democratic and laic. Moreover Ottoman Empire use Arabic alphabet but Turkish education system accept latin alphabet. Depent from schools and alphabet, Ottoman Empire use Ottoman language but Turkish Republic use Turkish language. Education of Empire ~~doesn't~~ resemble Turkish law system.

Social life of two country complitely different each other. Citizen of Ottoman Empire clothes are variety. These clothes are symbols of different social group. In contrast to Empire Ottoman, citizen in Turkish Republic wear contemprory clothes. Ottoman Empire use calender of the Hegira but Turkish Republic use calender of the Christian era. Tekkeand corner take place in Ottoman Empire don't take part in Turkish social life. Nothing on social life in Ottoman Empire resemble Turkish republic.

Ottoman Empire is entirely different from Turkish Republic. Administration, law system, social life and education system of Ottoman Empire is depent on Islamic lawbut Turkish Republic administration, law system, social life and education system is compiletely different from Ottoman Empire.

APPENDIX N26

His suitable ← OTTOMAN EMPIRE and TURKISH REPUBLIC

Ottoman is a big and strong Empire. Administration system of Ottoman Empire is monarchy. When padishah who govern Empire, dies, one of his sons govern the Empire. Administration, education, social life and law system, all them depent on Islamic law. Turkish Republic is respected continuation of Ottoman Empire. Almost everybody claim two country is similar but Turkiye is governed with democratic rules. Administration, education, social life and law system of Turkish Republic is determined with constitution that prepered people chosen by citizen in Turkish Rebublic. Ottoman Empire and Turkish Republic is entirely different country. (This is T.S.)

C.F

You jumped one topic to another. I couldn't find a technique for introduction, you should use one. In thesis statement you should write the differences, I mean, in which points are there differences? You can add law system, education system and social life.

Ottoman Empire is different from Turkish Republic on law system. Empire have divided law system according to variety ethic groups. In contrast to Empire Ottoman, Turkish law system have unity of law and everybody live Turkiye have equal right. Thanks to Turkish constitution, justice is provided for every citizen. In Ottoman law system, we can't run into civil law except Mecelle. But Mecelle is prepared for only Sunni Hanafi and Mecelle determine only relation person with thing. Unlike Ottoman Empire, Turkish legal system have a civil law and this democratic law system determine relation person with person and person with movable and immovable things. Moreover Turkish civil law provide right for women but Ottoman Empire never give right to women. Furthermore Turkish Republic provide to women political right. Finally,

You should write the Ottoman first, then you should write Turkey because you wrote Ottoman first. There should be an order.

Ottoman law system is very different from Turkish law system.

Education system is different Turkish Republic. Ottoman Empire education system is depent on Islamic rules. Medressehs, local schools and gynaeceum are particular place for education and term of I Mahmud, military and technical schools are opened. Unlike Ottoman Empire, Turkish education system is laic. All schools is depent on Ministry of Education. Education is contemporary, democratic and laic. Moreover Ottoman Empire use Arabic alphabet but Turkish education system accept latin alphabet. Depert from schools and alphabet, Ottoman Empre use Ottoman languge but Turkish Republic use Turkish languge. Education of Empire ~~dosn't~~ resemble Turkish law system.

You can tell Turkish schools, you can show the differences between Medressehs and universities for example, also you can tell the subjects which are taught there.

I didn't understand this point. Education of Empire and Turkish law system?

Social life of two country complitely different each other. Citizen of Ottoman Empire clothes are variety. These clothes are symbols of different social Group. In contrast to Empire Ottoman, citizen in Turkish Republic wear contemprory clothes. Ottoman Empire use calender of the Hegira but Turkish Republic use calender of the Christian era. Tekke and corner take place in Ottoman Empire don't take part in Turkish social life. Nothing on social life in Ottoman Empire resemble Turkish republic.

clusion ← Ottoman Empire is entirely different from Turkish Republic-
n be Admistration, law system, social life and education system
re interesting. Of Ottoman Empire is depent on Islamic lawsbut
Turkish Republic administration, law system, social
life and education system is compitely different
from Ottoman Empire.

You should write the order of differences related to the developmental paragraphs and also you can add these things at your thesis statement. Law system, education, system social life. However, I couldn't see administration in developmental paragraph, that is in introductory paragraph. You can write it like e developmental.

APPENDIX N27

EMPIRE and REPUBCIC

In high school, one of my history teacher who think that Turkiye is continuation of the Ottoman Empire told us the Ottoman Empire and Republic of Turkiye is almost similar except their name. This opinion started discussion among students. I claimed the Ottoman Empire was a strong and long legand. Approximately 650 years, this legand ruled citizen that have different nation and religion. Moreover, the Ottoman Empire was important for Islam world but Republic of Turkiye is competely different from empire. Eventhough Republic of Turkiye seems like continuation of the Ottoman Empire, Turkiye is more democratic country than legend of empire.

Republic of Turkiye is different from Ottoman Empire on democratic law system. The Ottoman Empire had complicated and various law system. Origin of law was shartat and for citizen that don't be Muslim. there was different law system because of capitulation. Different from Islamic rules which was called shariat and laws for foreign citizen, in term of constitual monarchy, there were law courts that like European laws style for commercial case. Legal decesion was braught to a conclusion by cadi and there were various law courts. In contrast to the Ottoman Empire, Republic of Turkiye have unity of laws for putting order social life. Every citizen have equal right in Turkish law system. Thanks to Turkish Constitution, justice is provided for everybody equally. Because everybody is judged by the same type of law courts. The other different point between the Ottoman Empire and Republic of Turkiye is civil law. We can't run into civil law except Mecelle in law system of the Ottoman Empire law system but

Mecelle was prepared for only Sunni Hanafi and determined only relation person with thing. Unlike Ottoman Empire, Turkish law system have democratic civil law and this civil law determine relation person with person and person with things or unmovable things. Moreover, Turkish civil law provide equality for all citizen like men or women, Muslim or other people have believe other religions. Turkish civil law eradicate differentiation religion and creed. In addition this, the Ottoman Empire's law system don't give any right to women but according to Turkish law system women have equal right to men. Furthermore, unlike Empire, Turkish women have political right like selecting and being elected. All in all, Turkiye is more democratic country then the Ottoman Empire.

Comparing education system of Empire and Republic, we can see Republic of Turkiye gives equal rights to every citizen. Firstly, the Ottoman Empire of education system was completely dependent on Islamic laws. Medressehs, local schools and guanaeceum were particular place for education and term of I. Mahmud, military and technical schools were opened. Unlike the Ottoman Empire, Turkish education system is laic and democratic. All schools depent on Ministery of Education so, every student, girls and boys, have right to go same type of school. Education is contemporary, democratic and laic. In addition, the Ottoman Empire use Arabic alphabet that is diffrcult to read and write so, lots of people couldn't learn to read and write. In contrast to the Empire, Turkish education system accepts latin alphabet. Learning reading and writing with latin alphabet is more easy and lots of people become reader and become concious about situation of ther contry. Besides,

Republic of Turkish have university that is top of education life but the Empire was deprived from this. Different from these, content of education is different each other. The Ottoman Empire give importance only history of Islam world but Republic of Turkiye give importance about history of all world and built Association of Turkish History. Whereas the Ottoman use Ottoman language for communication, on the otherhand Turkiye use Turkish language and have Association of Turkish Language. In brief unlike Empire, Republic of Turkiye is fond of equality on education system that is known as backbone.

Two country differ from each other aspect of democratic points of social life. Initially, in the Ottoman Empire clothes were various and these various clothes were symbols of different social groups. Apperence of different clothes was create inequality among people. In contrast to the Empire, citizen in Turkiye wear contemporary clothes. Everybody have right to mode of dressing. In this point inequality among people is finished. Clothing in Turkiye is modern. Republic of Turkiye established modern, democratic social system thanks to Mustafa Kemal Ataturk. For example, he were hot for showing it to citizen one of his tour. The other democratic development is that tekke and zaviye take place in Ottoman Empire's social life don't take apart in Turkiye. Moreover Turkiye accepts measure like metre and gram instead of Oka and Drachma in the Ottoman Empire so it provided union of measure unit. In addition, Ottoman Empire was using calender of the Hegira but Republic of Turkiye use calender of Christian era so, differences between religion lost importance and equality is provided. Different from these, Ottoman Empire's citizen

e nickname, in order to prevent confusion, that express class of
ıal lifeso, differece of class among people was occured.
ı the otherhand, Republic of Turkiye solve this problem
rth law of surname and create more democratic environent.
conclusion, Republic is supporter of equality unlike
= Empire in social life.

Consequently, the Ottoman Empire reigned more then
alf century with system of empire which was called
onarchy. Administration of empire was dependent on Islamic
ules and reign of padishah finished with only death of
m. His one of son governed the empire after he died.
, citizen never selected their administrator. Administration system
that shape law system, education system and social life
wasn't democratic. In contrast to Empire, Republic of
Turkiye is governed with republic Republic's origin
is democracy and person who is selected by citizen
govern to country with consul which is called TBMM.
This democratic system shape social life, law and
education system. Everybody have equal right.
Being Republic of Turkiye is more democratic than
the Ottoman Empire is incontrovertible truth. Eventhough
Republic seems like the continuation of the Ottoman Empire,
aves of regimes reveal difference between the Empire
nd Republic of Turkiye. Republic is more democratic
han legend of Empire.

APPENDIX N28

CINEMA AND THEATRE

Art is one of the things that has an indispensable place n people's life. Both social and cultural, it embellishes the uman life and creates suitable opportunities for people to show heir emotions or their thoughts that couldn't be said before. Many rivate emotions, many hidden thoughts go out of their secret laces by way of art. Of course there are many ways of using rt like cinema and theatre. Today many people prefer going to he cinema for the weekend activity and also going to theatre gives them another opportunity to make use of.

The works of cinema -films- are produced with the cameras which enrols the visions on a film in the quickest way. Camera is not the only equipment used for cinema of course. There are many others like projection machine, amplificator, illumination tools etc. The visions that are enroled in different places and on different times by different people arrive our TVs, white curtain by using these various equipments and we don't even see them in films. While many tools are used in cinema, theatre doesn't need these various equipments especially cameras. Because theatre plays are performed by the performers in front of the audience. People watch the play without a screen between the stage and themselves. In contrast to cinema which has a chance to arrenge the faults before the audience see the film, theatre doesn't have a chance like this. The audience see whatever happens at the stage and the performers have to do their best at the stage.

Another difference between cinema and theatre is players. we call the players of cinema as actor and actress. We can see a lot of players in a film except the top actor or actress. But in a theatre play the number of the performers is limited and in contrast to cinema we can't see so many people or players. And even there are some theatre plays that are performed by only one performer. While watching a cinema, it is too luckily for us to see people walking around on a street or we can observe some animals, ~~the~~ vehicles, buildings etc. The reason is that the film is taken in many various places whereas the theatre play is only performed at a stage.

One of the advantages of cinema players is that they don't ave to memorize all of the script word by word or they don't have read it in a day or in two-hours. Because there is always a erson who reads the script for them during the taking of film. nd taking of films can take many days. But there isn't anyone ho reads the script for the theatre performers. So they have to nemorize it wholly. Also they don't have a chance to rest during eir performances except one or two intervals. In contrast, cinema layers can take a rest whenever they want, because there isn't crowd watching them during the taking of film.

The works of cinema and theatre which we watch admiringly are prepared after passing many different ways. They are the two changed ways of art to reach the people. Although they are the part of the same thing, they differ from each other in many ways and reach to the hearts of people from different ways.

APPENDIX N29

CINEMA AND THEATRE

Art is one of the things that has an indispensable place people's life. Both social and cultural, it embellishes the uman life and creates suitable opportunities for people to show eir emotions or their thoughts that couldn't be said before. Many rivate emotions, many hidden thoughts go out of their secret laces by way of art. Of course there are many ways of using rt like cinema and theatre. Today many people prefer going to he cinema for the weekend activity and also going to theatre gives them another opportunity to make use of.

The introduction is good. But I can't see a thesis statement. What are you comparing r contrasting? Are you telling the differences or similarities between theatre and cinema? There is not a thesis statement.

The works of cinema -films- are produced with the cameras which enrols the visions on a film in the quickest way. Camera is not the only equipment used for cinema of course. There are many others like projection machine, amplificator, illumination tools etc. The visions that are enroled in different places and on different times by different people arrive our TVs, white curtain by using these various equipments and we don't even see them in films. While many tools are used in cinema, theatre doesn't need these various equipments especially cameras. Because theatre plays are performed by the performers in front of the audience. People watch the play without a screen between the stage and themselves. In contrast to cinema which has a chance to arrenge the faults before the audience see the film, theatre doesn't have a chance like this. The audience see whatever happens at the stage and the performers have to do their best at the stage.

=> In the 1st dev. paragraph there isn't a topic sentence and controlling idea, which takes place in the topic sentence. You have to write the way you compare or contrast two things (cinema and theatre)

Another difference between cinema and theatre is players. We call the players of cinema as actor and actress. We can see a lot of players in a film except the top actor or actress. But in a theatre play the number of the performers is limited and in contrast to cinema we can't see so many people or players. And even there are some theatre plays that are performed by only one performer. While watching a cinema, it is too luckily for us to see people walking around on a street or we can observe some animals, ~~the~~ vehicles, buildings etc. The reason is that the film is taken in many various places whereas the theatre play is only performed at a stage.

In the 2nd developmental paragraph, there is an illogical point. You started the paragraph writing about the plays of cinema and theatre but in the middle of the paragraph you changed the subject and started to explain about unrelated topic (the places of cinema and theatre). You should deal with only one point in a paragraph.

You have to write a topic sentence for every paragraph.
There isn't a topic sentence for this paragraph. Are you telling about a difference or similarity.

One of the advantages of cinema players is that they don't ve to memorize all of the script word by word or they don't have read it in a day or in two-hours. Because there is always a erson who reads the script for them during the taking of film. nd taking of films can take many days But there isn't anyone ho reads the script for the theatre performers. So they have to emorize it wholly. Also they don't have a chance to rest during ir performances except one or two intervals. In contrast, cinema layers can take a rest whenever they want, because there isn't crowd watching them during the taking of film.

s about
of taking a film but the paragraph is about
layers.

The sentences in this paragraph (3rd dev. paragraph) are irrelevant to each other because one sentence is about players, the other is about resting and the other is about the time of taking a film. You have to deal with only one subject in a paragraph. and give minor details about it. But you wrote about different points.

The works of cinema and theatre which we watch admiringly are prepared after passing many different ways. They are the two changed ways of art to reach the people. Although they are the part of the same thing, they differ from each other in many ways and reach to the hearts of people from different ways.

which ways? you have to write ther
ys both in the introduction and in
conclusion paragraph.

n the whole essay you should use some
trasting and comparising transitions.
lso you should give more minor details.

CINEMA AND THEATRE

Art is one of the things that has an indispensable place people's life. Both social and cultural, it embellishes the uman life and creates suitable opportunities for people to ow their emotions or their thoughts that couldn't be said fore. Many private emotions, many hidden thoughts go out of eir secret places by way of art. But we can't think art om only one view. There are many views to reach the art. illustrate; we can talk about cinema and theatre. Today, any people prefer going to the cinema for the weekend activity d also going to a theatre play gives them another opportunity make use of. Although they are both the most effective anches of art, they differ from each other from many ews such as the equipment used, the performance of the pla- rs, the preparation and the places used.

The most striking difference between the cinema and heatre is probably the equipment used for taking of films nd for performing a theatre play. The works of cinema -films- e produced with the cameras which enrolls the visions on a lm in the quickest way. Camera is not the only equipment used r cinema of course. There are many others like projection mac- ne, amplificator, illumination tools etc. The visions that are nrolled by cameras arrive our TVs or white curtain by using ese various equipment esp. cameras and we don't even see em in films. While many tools are used in cinema, theatre esn't need these various equipment. Because theatre plays re performed by the performers in front of the audience. People atch the play without a screen between the stage and them- lves. Because of this reason theatre performers don't have a ance to correct their mistakes before the audience realize them. contrast; thanks to the various equipment used in cinema, e cinema players have a chance to do this. Another important fference from the point of equipment is the effects. Thanks to e computers and some other machines, the film-makers can oduce incredible sounds. In this way, the views in the films e made more attractive and the audience can feel themselves side of the film. Comparing to the cinema, in theatre less effect used both because of the less chance of being able to use achines and of live performance.

The performance of the cinema players and of the theatre erformers differ from each other, too. We call the players of inema as actors and actresses whereas we don't give such ames to theatre performers. At this point, I can say that it harder for theatre performers to take place in a theatre ay and perform it. Their performances have to be so good that ey mustn't make any mistakes in front of the audience. Because ey don't have a chance to correct it. But in cinema, it isn't so ard for the actors / actresses. Because the film can be taken any times when their performances aren't so good. Also, theatre erformers must be so capable that they have to make the udience feel the play by way of their gestures and mimics. hey have to laugh loudly or shout or cry at that minute, ut it isn't necessary for the actors / actresses. If their voice s too low to laugh or shout, it can be increased or if they ave to cry, it can be made artificially before the taking of he film.

The preparation for a film or for a theatre play is the ther probable difference we can think about. There are cer- ainly many things that the actors / actresses and theatre erformers have to do during the preparation. For example, hey have to memorize scripts. Although they both have to o this, it is probably harder to memorize the script for the- tre performers. Because they have to repeat all of the script n front of the audience without any help or without looking at the script. In contrast, it isn't that hard for the cinema players. They don't have to memorize all of the script as carefully as the theatre performers, because there is always a person reading the script for them during the taking of the film. And they can take the film for many times if they have any problems with repeating the script. Because there isn't a crowd watching them during the taking of the film.

Another view that cinema and theatre differ from each ot- her is the places used. The theatre place that we call as "Theatre Building" is composed of only 3 parts: auditorium, stage and coulisse. If we think that auditorium is for the audience, we can see the limited place used by the perfor- mers more easily. They decorate the stage according to their plays and use coulisse for changing their costumes and for making up. Yet it is completely different for the cinema.

hile watching a film, it is too luckily for us to see different
ople walking on different streets or we can observe some
imals, vehicles, building etc. The reason is that the film is
ken in many various places in contrast to theatre. And the
ace can be changable according to the topic of the film.
e place can be a jungle, a circus, a mountain or the sea etc.
or example; the film named "Book of the Jungle" is a film
which all of the scenes are the part of the jungle. Its topic
the life of a child that has been brought up by the animals
the jungle, so all the events take place in the jungle. We
n shortly say that everywhere that the human and a camera
n go can be a place for a film.

Cinema and theatre are the two changed ways to reach
ne people. Although they are the branches of the same thing
art - they differ from each other in many ways. The equip-
nents, players' performances, preparation and the places are
nly the some of the different points I could write about.
hey are prepared with different equipments by different
qualified performers after different preparations in different
places and reach our hearts from different ways.

APPENDIX N31

-THE DRUG TRAP-

What comes to your mind when it is said "bad habits"? Of course the things which take the people under its effect, make their life very distasteful, and drag their relatives to the same negativenesses with them. These are cigarette and alcohol. People (especially young people) get these bad habits at some parts of their life by eagerly, by the way of desire to use these things they know little about them, by insistences of their friends or only by force. When people first begin to take them, they go on to use these bad things whether they are aware of that these things approximate to the death step by step or not. Cigarette and alcohol are only the two examples of these bad habits. What about the drugs? I think the usage of drug is much more dangerous than the usage of alcohol and cigarette. Because the drug usage exploits the people (particularly the young ones) slowly and falls them into the cluthes of the death. step by step. Sometimes, we read from newspapers and watch at TVs with fear and bewilderment. Some people are found near the wall, some are found in the streets and even some are found at their homes as still as a corpse with the drugs and the tools to use them. Instead of taking these deaths as a warning, the studies show that the number of people who died from the drug usage is increasing day by day. To illustrate; while this number is 10 people in the year of 1990, it has increased 38 people till 1998 and now, in the year of 2002, the number has been left over to 103 people. But why? What are the reasons that make people (especially teenagers) use this poison? Is it only curiosity, incurability, desire? or Is it all of them? In fact, the psychological conditions that young people are in and numerous outstanding environmental factors push young people to this bad trap, that is to say, to the drug trap.

Curiosity is one of the obvious reasons that influences young people to use drugs in this complicated and incomprehensible mental condition. Because, frequently, young people begin to use drugs owing to the feeling of curiosity. The only thought they have is "There is

nothing to worry about. I will only use once and then I will give up it." However, the young person is not aware of that these experiments will force him/her to a path that does not have an exit. If the curiosity that the young feels against drugs combines with desire and ignorance, it is not very difficult for him/her to join such a bad environment and to fall into such a terrible trap. Because the young knows nothing about the danger he/she is in. The young does not have an idea what will happen after he/she tries once. The only thought that he/she has is to supply his/her curiosity and desire. The young thinks about his/her curiosity and desire so much that the young comes to a condition in which he/she can not understand however bad results it will produce. For example; a young person whose friends use drugs is in a curiosity about what the drug looks like, how it tastes, what kind of effects it has, what kind of delight it gives to the users... etc. He/she wonders about all of these questions. At the end, the young person admit to use drug only one time in order to get rid of his/her curiosity. Besides curiosity, his/her friends are also effective in this part. While using the drug the young gives himself/herself consolation about that he/she will only use it once but he/she does not notice of that he/she has fallen into a darkness that will lead end of his/her life. In conclusion, we meet a person who is a victim of his/her curiosity, desire and ignorance. If we want to protect ourselves from such terrifying traps, we have to stay away from such surroundings where desirable behaviours occur against drug. We must make young people conscious about the danger of the drug usage and remove their curiosity. Thus, we can save them from the pawl of darkness.

Another distinguished cause that leads young people to the drug trap is the mental condition that young people who are in the adolescence are in. Adolescence is a period of time in which some changes occur in terms of thinking, emotional and physical. Young people begin to use drug for some causes like loneness, the difficulty

that is lived while making a friendship, the emotion of not being admitted by other people, some troubles like lessons, the desire for attracting attention and the need for love... etc. So, in this period, because of these causes, all of the adolescents have the risk of using drug. Because in such a sensitive period, the young's personality and will has not developed completely. In this manner, the excuses like the weakness in the individuality and in the will bring about the young to use drug. As the young's personality has not developed yet, he/she can be deceived easily by the people who have something no good in mind. For example, think about a young person who is 14-15 years old. Do you think that it is very difficult to convince him/her? I think it is not. In contrast to this, it is very easy. In other words, it is very easy to fall a young who is 14-15 years into the drug trap. In addition to these, in this period, the young feels himself / herself very lonely and desperate. Again in this period, the young meet with so many problems that he/she feels as if he/she could not be able to solve his/her problems. The young thinks as if the whole world were against to him/her. The yang looks for some answer to his/her problems and when he/she believes that he/she will not be able to find a solution, he/she heads towards drugs. For instance, lets think about a young person who is bored with his/her troubles, is not pleasant with the changes that happen in his/her physical and mental condition, has a bad relationship with other people. If this young has friends who use drugs, they immediately pay attention to this yang and say to him/her " Look, only try once, it will take away all of your troubles..." By this way, they can affect the young person and can turn into this young into a person who is addicted to drug. And, in conclusion, once more a yang person who has lost his/her dreams. To prevent this, he/she must be taught the way how he/she will behave when he/she faces to face with a problem like this.

The negative effects of environment are the most superior pretexts that compel the young people to use drug. In contrast to what people think, the first contact with the drug happens not by means of the seller who is unknown but by means of friendship. The young people are affected from their families, schools and with time from their friends. Not enduring the insistences of his/her friends and the desire for entering into the group are the reasons that have young people use drug. The people, who wants to fall the innocent people into their trap look down on these people and run down them by saying " do not be close with him/her. Because he/she is his/her mother's darling..." etc. The aim is to make them dependent on drugs. If the fear of being lonely and being different from other members of the group that the young live combines with the motive of proving himself/herself, it becomes inevitable for that young person to take a step to the drug trap. For instance; if press is carried out to the young person by his/her friends who use drug and if they don't take him/her seriously in other words, if they pay no mind to him/her, the young people, normally, will admit to use drug so as to not being alone. By this way, that's the pressure and the insistences that are made to turn the young into an addicted drug user, the people who have bad thoughts about young people, affect millions of them and they manage to fall these people into their terrible trap. To prevent these, the young people have to protect their rights and give the answer "NO" when it is necessary.

As a conclusion, there are many outstanding reasons that push people (especially the young ones) to drug usage. Curiosity, incurability, loneness, adolescence ... and the most important one "FRIENS".... Today, millions of young people fall into the traps that have been prepared for them and darken their lifes. Our duty is to warn and to inform these young people against the dangers of the drug usage. We must not let this poison destroy our dreams. And we must not forget that using drug begins with desire and delight but end with loss...!!!

-THE DRUG TRAP-

What comes to your mind when it is said "bad habits"? Of course the things which take the people under its effect, make their life very distasteful, and drag their relatives to the same negativenesses with them. These are cigarette and alcohol.-People (especially young people) get these bad habits at some parts of their life by eagerly, by the way of desire to use these things they know little about them, by insistences of their friends or only by force.-When people first begin to take them, they go on to use these bad things whether they are aware of that these things approximate to the death step by step or not.-Cigarette and alcohol are only the two examples of these bad habits. What about the drugs? I think, the usage of drug is much more dangerous than the usage of alcohol and cigarette. Because the drug usage exploits the people (particularly the young ones) slowly and falls them into the cluthes of the death, step by step. Sometimes, we read from newspapers and watch at Tvs with fear and bewilderment. Some people are found near the wall, some are found in the streets and even some are found at their homes as still as a corpse with the drugs and the tools to use them. Instead of taking these deaths as a warning, the studies show that the number of people who died from the drug usage is increasing day by day. To illustrate; while this number is 10 people in the year of 1990, it has increased 38 people till 1998 and now, in the year of 2002, the number has been left over to 103 people. But why? What are the reasons that make people (especially teenagers) use this poison? Is it only curiosity, incurability, desire? or Is it all of them? In fact, the psychological conditions that young people are in and numerous outstanding environmental factors push young people to this bad trap, that is to say, to the drug trap.- [illegible] is good. Your introductory paragraph is also good but I think you make it a little boring by making it too long. [illegible] which you mentioned about [illegible] usage. I think it will be better.

Curiosity is one of the obvious reasons that influences young people to use drugs in this complicated and incomprehensible mental condition. Because, frequently, young people begin to use drugs owing to the feeling of curiosity. The only thought they have is "There is

that is lived while making a friendship, the emotion of not being admitted by other people, some troubles like lessons, the desire for attracting attention and the need for love... etc. So, in this period, because of these causes, all of the adolescents have the risk of using drug. Because, in such a sensitive period, the young's personality and will has not developed completely. In this manner, the excuses like the weakness in the individuality and in the will can bring about the young to use drug. As the young's personality has not developed yet, he/she can be deceived easily by the people who have something no good in mind. For example, think about a young person who is 14-15 years old. Do you think that it is very difficult to convince him/her? I think it is not. In contrast to this, it is very easy. In other words, it is very easy to fall a young who is 14-15 years into the drug trap. In addition to these, in this period, as the young feels himself / herself very lonely and desperate. (he/she can become a drug addict.) Again in this period, since the young meet with so many problems that he/she feels as if he/she could not be able to solve his/her problems. The young thinks as if the whole world were against to him/her. The young looks for some answer to his/her problems and when he/she believes that he/she will not be able to find a solution, he/she heads towards drugs. For instance, lets think about a young person who is bored with his/her troubles, is not pleasant with the changes that happen in his/her physical and mental condition, has a bad relationship with other people. If this young has friends who use drugs, they immediately pay attention to this young and say to him/her " Look, only try once, it will take away all of your troubles..." By this way (As a result), they can affect the young person and can turn into this young into a person who is addicted to drug. And, in conclusion, once more a young person who has lost his/her dreams. To prevent this, he/she must (should) be taught the way how he/she will behave when he/she faces to face with a problem like this.

You can add some marital conditions except adolescence. For example if person's personality is suitable for starting such kinds of habits or if his character doesn't develop enough, it leads him such things. On the other hand, your paragraph development is very good.

nothing to worry about. I will only use once and then I will give up it." However, the young person is not aware of that these experiments will force him/her to a path that does not have an exit. If the curiosity that the young feels against drugs combines with desire and ignorance, it is not very difficult for him/her to join such a bad environment and to fall into such a terrible trap. Because the young knows nothing about the danger he/she is in. The young does not have an idea what will happen after he/she tries once.* The only thought that he/she has is to supply his/her curiosity and desire. The young thinks about his/her curiosity and desire so much that the young comes to a condition in which he/she can not understand however bad results it will produce. For example; a young person whose friends use drugs is in a curiosity about what the drug looks like, how it tastes, what kind of effects it has, what kind of delight it gives to the users... etc. He/She wonders about all of these questions. At the end, the young person admit to use drug only one time in order to get rid of his/her curiosity. Besides curiosity, his/her friends are also effective in this part. While using the drug the young gives himself/herself consolation about that he/she will only use it once but he/she does not notice of that he/she has fallen into a darkness that will lead end of his/her life. In conclusion, we meet a person who is a victim of his/her curiosity, desire and ignorance. If we want to protect ourselves from such terrifying traps, we have to stay away from such surroundings where desirable behaviours occur against drug. We must make young people conscious about the danger of the drug usage and remove their curiosity. Thus, we can save them from the pawl of darkness. → what kind of darkness? (which can be ended with death.)

- It's a well developed paragraph but you can add a real life example about curiosity and it's effect on people for using drugs. Everyday, we see these examples on TV or newspapers.

Another distinguished cause that leads young people to the drug trap is the mental condition that young people who are in the adolescence are in. Adolescence is a period of time in which some changes occur in terms of thinking, emotional and physical. Young people begin to use drug for some causes like loneness, the difficulty

The negative effects of friend. environment are the most superior pretexts that compel the young people to use drug. In contrast to what people think, the first contact with the drug happens not by means of the seller who is unknown but by means of friendship. The young people are affected from their families, schools and with time from their friends. Owing to Not enduring the insistences of his/her friends and the desire for entering into the group are the reasons that have young people beginning to use drug. The people, who wants to fall the innocent people into their trap look down on these people and run down them by saying " do not be close with him/her. Because he/she is his/her mother's darling..." etc. The aim is to make them dependent upon on drugs. Due to the fact that If the fear of being lonely and being different from other members of the group that the young live combines with the motive of proving himself/herself, it becomes inevitable for that young person to take a step to the drug trap. For instance; if press is carried out to the young person by his/her friends who use drug and if they don't take him/her seriously in other words, if they pay no mind to him/her, the young people, normally, will admit to use drug so as to not being alone. By this way, that's the pressure and the insistences that are made to turn the young into an addicted drug user, the people who have bad thoughts about young people, affect millions of them and they manage to fall these people into their terrible trap. To prevent these, the young people have to protect their rights and give the answer " NO" when it is necessary.

There are some other environmental effects except friends which cause addition on a person such as the situation of family (divorce or apathic), the relations between family members for the environment which a person live. (For example according to statistics, it is proved that most of the addicted people live in As a conclusion, there are many outstanding reasons that push people (especially the young ones) to drug usage. Curiosity, incurability, loneness, adolescence ... the structure of society and the most important one " FRIENDS"....

Today, millions of young people fall into the traps that have been prepared for them and darken their lifes. Our duty is to warn and to inform these young people against the dangers of the drug usage. We must not let this poison destroy our dreams. And we must not forget that using drug begins with desire and delight but end with loss...!!!

Your conclusion paragraph is very good.

- THE DRUG TRAP -

What comes to your mind when it is said "BAD HABITS"? Of course the things which take people under its effect, make their life very distasteful, and drag their relatives to the same negativenesses with them. These can be cigarette and alcohol. When people first begin to take them, they go on to use these bad things whether they are aware of that these bad habits approximate them to the death step by step or not. Cigarette and alcohol are only the two examples of these bad habits. What about the drugs? I think the usage of drug is much more dangerous than the usage of cigarette and alcohol. Because the drug usage exploits the people (particularly the young ones) slowly slowly and falls them into the clothes of the death. step by step. Sometimes, we read from newspapers and watch at TVs with fear and bewilderment. Some people are found near the wall, some are found in the streets and even some are found at their homes as still as a corpse because of excessive drug usage. Instead of taking these deaths as a warning, the studies show that the number of people who died from the drug usage is increasing day by day. To illustrate; In Turkey, while this number is 10 people in the year of 1990, it has increased 38 people till 1998 and now, in the year of 2002, the number has been left over to 103 people. But why? What are the reasons that make people (especially teenagers) use this poison? Is it only curiosity incurability, desire? or Is it all of them? In fact outstanding psychological conditions that young people are in and some environmental factors such as the structure of the family (whether they are divorced or not) and the group of friends that the person is in push people to this bad trap, that's to say, to the drug trap.

Curiosity is one of the obvious reasons that influences young people to use drug in this complicated and incomprehensible mental condition. Because, frequently, young people begin to use drugs owing to the feeling of curiosity. The only thought they have is "There's nothing to worry about. I will only use once and then I'll give up it..." However, the young person is not aware of that these experiments will force him/her to a path that does not have an exit. If the curiosity that the young feels against drugs combines with inclination and ignorance, it is not very difficult for him/her to join such a bad environment and to fall into such a terrible trap since the young knows nothing about the danger he/she is in.

The young does not have an idea what will happen after he/she tries once. He/she does not know that these experiments can be resulted with death. The only thought that he/she has is to supply his/her curiosity and desire. As the young thinks about his/her curiosity and desire so much, the young comes to a condition in which he/she can not understand no matter how bad results it will produce. For example, a young person whose friends use drug is in a curiosity about what the drug looks like, how it tastes, what kind of effects it has, what kind of delight it gives to the users... etc. He/she wonders all of these questions. As a result of this, the young person admit to use drug only once in order to get rid of his/her curiosity. While using the drug, the young gives himself/herself consolation about that he/she will only use it once but he/she does not notice of that he/she has fallen into a darkness that will lead till the end of his/her life. In conclusion, we meet with a person who is a victim of his/her curiosity, desire and ignorance. We can see an example of this in our cinema world. The son of Ediz Hun who is one of the most famous actors of Turkey has fallen into such a bad trap because of his curiosity. His father explained that his son's being addicted to the drug is only resulted from his ignorance and his curiosity. So, if we want to protect ourselves from such terrfying traps, we should stay away from such surroundings where desirable behaviours occur against drug. We should make young people conscious about the danger of the drug usage and remove their curiosity about drugs. Thus we can save them from the pain of darkness which can be ended with death.

Another distinguished cause that leads young people to the drug trap is the mental condition that the young people who are in the adolescence are in. Adolescence is a period of time in which some changes occur in terms of thinking, emotional and physical. Young people begin to use drug due to the same causes like loneness, the difficulty that is lived while making a friendship, the emotion of not being admitted by other people, some troubles like lessons, the desire for attracting attention and the need for love... etc. So, in this period, because of these causes, all of the adolecents have the risk of using drug. In such a sensitive period, since the young's personality and will has not developed completely, the excuses like the weakness in the individuality and in the will can bring

about the young person use drug. As the young's personality has not developed yet, he/she can be decelved easily by the people who have something no good in mind. For example, do you think that it is very difficult to convince a young person who is 14-15 years old? I think, it is not. In contrast to this, it is very easy. In other words, it is very easy to fall a young who is 14-15 years old into the drug trap. In addition to these, in this period, as the young person feels himself/herself very lonely, and desperate, he/she can head towards drug usage. Again in this period, since the youngs meet with many problems, he/she feels as if he/she could not be able to solve his/her problems. The yang thinks as if the whole world were against to him/her. The young person looks for some answer to his/her problems and when she believes that he/she will not be able to find a solution, he/she heads towards drugs. For instance, lets think about a young person who is bored with ~~his~~/her troubles, is not pleasant with the changes that occur in ~~his~~/her physical and mental condition, has a bad relationship with other people. If this young, has friends who use drugs, they immediately pay attention to this young and say to ~~him~~/her "Look! Only try once! It will take away all of your troubles!...". As a result, they manage to affect young person and they can turn this yang into a person who is addicted to drug. And, in conclusion, once more, a young person who has lost his/her dreams. To prevent this, he/she should be taught the way how he/she will behave when he/she faces to face with a problem like this.

The structure of the family is another clear reason that orient young people towards drugs. The structure of the family, that's to say, whether the family members are divorced from one another or not is very important especially in terms of the young's becoming a drug addict. The recent studies show that, the divorced family's children are more suitable for drug usage than normal family's children. Since, the development of divorced family's child can not be as healthly as a normal family's child, it is easier for him/her to become a drug addict. Because, after the family members are divorced from each other, they can't show enough relevance to their children. As they are no longer dependent upon their family, in other words, as they have their own life, they sometimes forget that they have a child. In this situation, the child

egins to look for some other things that can give him/her this interest hich his/her mother and father do not give to him/her. And as a result, e/she inclines towards drugs and it becomes unavoidable for this child to e an addicted drug user. So as to block these, the families (even the vorced ones) should be very relevant with their children and they should elp them when they are in an afford of solving their problems. By this ay, they do not let their children head towards bad habits such as ug.

The negative effects of friendship are the most superior retext that compels the young people to use drug. In contrast to what eople think, the first contact with the drug happens not by means of he seller who is unknown but by means of friendship. The young people re affected from their families, schools and with time from their riends. Owing to not enduring the insistences of his/her friends and he desire for entering into the group, young people begin to use drug. he people who want to fall the innocent people into their trap look own on these people and run down them by saying "Do not be close with him/her. Because he/she is his/her mother's darling..." etc. As a esult, they manage to affect these innocent people and reach their aim: o make them dependent on drugs. Due to the fact that the fear of eing lonely and being different from other members of the group that he youngs/live combines with the motive of proving himself/herself, it ecomes inevitable for that young person to take a step to the drug rap. For instance; if press is carried out to the young person by his/ er friends who use drug and if they do not take him/her seriously, n other words, if they pay no mind to him/her, at the end, the yang person normally will admit to use drug so as to not being alone. By this way, that's the pressure and the insistences that are made to turn the yang person into an addicted drug user, the people who have bad thoughts about yang people, affect millions of them and they manage to fall these people into their terrible trap. In order to obstruct these, the young people had better protect their rights and give the answer "NO" when it is necessary.

As a conclusion, there are many outstanding reasons that push
ople (especially the young ones) to drug usage. Curiosity, Incurability,
neness, adolescence, the structure of family... and the most
nportant one "FRIENDS".... Today, millions of young people fall
to the traps that have been prepared for them and darken their
fes. Our duty is to warn and to inform these young people against
ie danger of drug usage. We must not let this poison destroy our
reams. And we MUST not forget that using drug begins with desire
d delight but end with LOSS...!!!

APPENDIX N34

REASONS OF USING DRUGS

It is a fact that in our world about 130 million people are using drugs some are culturally acceptable and legal, some are not. Each individual who uses a psychoactive substance include drugs does so for a unique set of reasons. One person's use of a drug may be culturally determined. Another person's use of the drug may be compulsive and tied to physical or psycological addiction or to both. For still another person, several factors may interact the result in yet another unique drug use pattern. Researchers who are trying to understand why people use drugs list literally dozens of motivations for use, like social and cultural, physicological and psychological reasons.

The continued use of certain drugs has been linked to physichological factors including genetics, relief from pain, physical addiction. Researchers have presented evidence that genetics play a role in why some people become dependent on alcohol. They compared family members of alcoholics and family members of nonalcoholic patients and determined that family pedigree does indeed predict alcoholism. The other physichological factor is relief from pain. E.M. Jellinek who first described the disease concept of alcoholism, has identified one type of alcoholic who suffers from physichological pain, who gains relief from the pain the use of alcohol and then becomes dependent on alcohol for relief. Other drugs such as narcotics, have similar effects and many patients under treatment for pain have become addicted to a drug because of repeated administrations. Then physical addiction. Many drugs with psychoactive effects can cause physichological addiction if used frequently enough. If the person takes a drug often enough, a biochemical and neurological adaptation occurs so that the person must

continue using the drug or experience withdrawal symptoms. These symptoms are painful; they are relieved when the drug is readministered. Thus the drug is an immediate reinforcer. Narcotics, depressants and alcohol can be the first [illegible] drugs but cocaine are not considered addicting.

Another impressive reason of using drugs is social and cultural conditioning. This affects the behaviour of humans in many ways and drug is a dramatic example of behaviour that can be shaped by social and cultural factors. Drug use vary greatly throughout the world. Social and cultural conditions include cultural traditions, religious use. Cultural traditions is esp. about the family setting. Many "habits" including drug use, begin in the family setting. When the family is part of a larger group the group's cultural norms are often adopted by all family members. For example the use of wine by French and Italian families is part of the cultural traditions, for them. The practices remain the same for many years. And religious reason. People worship God in religious groups use psychoactive substances as part of their worship, although usually the substances are used symbolically. For instance Catholic and Episcopal churches use wine as a symbol of Jesus and distribute wine at communion rites to help bind the community together and to remind them of the presence of Jesus.

Drug experts often point to the sharp correlations between drug abuse and certain psychological states as a way to explain the causes of drug use. Lack of autonomy is in this part. A person who lacks autonomy has little self direction and may easily influenced by his or her peer group or parental

behaviour in order to be accepted by a group, the person who lacks autonomy may go overboard in using the drug. Boredom is also in this part. Some psychiatrists believe that many Americans suffer from a chronic sense of boredom that saps strength and vitality and leads to deep depression. We can show everyday life as an example of depression work, relation etc. Many people discover that drugs seem to ease the pain or anxiety of boredom. Drugs seem to calm the stomach and loosen the lower back and other muscles.

In short, the drug behaviour is reinforced in many ways as I wrote them before. A person's behaviour may be shaped so that drug taking becomes a routine part of life (a habit).

APPENDIX N35

you give information about sytatistics. It is good

REASONS OF USING DRUGS

It is a fact that in our world about 130 million people are using drugs some are culturally acceptable and legal, some are not. Each individual who uses a psychoactive substance include drugs does so for a unique set of reasons. One person's use of a drug may be culturally determined. Another person's (use) of the drug may be compulsive and tied to physical or pysicological addiction or to both. For still another person, several factors may interact the result in yet another unique drug use pattern. Researchers who are trying to understand why people use drugs list literally dozens of motivations for use, like social and cultural, physicological and psychological reasons.

Introduction pharagraph tells almost about the same things. Some sentences there are repetations and you had better clarify about the acceptable drugs. It is not clear that how a drug can be acceptable.

The continued use of certain drugs has been linked to physichological factors including genetics, relief from pain, physical addiction. Researchers have presented evidence that genetics plays a role in why some people become dependent on alcohol. They compared family members of alcoholics and family members of nonalcoholic patients and determined that family pedigree does indeed predict alcoholism. The other physichological factor is relief from pain. E.M. Jellinek who first described the disease concept of alcoholism, has identified one type of alcoholic who suffers from physichological pain, who gains relief from the pain the use of alcohol and then becomes dependent on alcohol for relief. Other drugs such as narcotics, have similar effects and many patients under treatment for pain have become addicted to a drug because of repeated administrations. Then physical addiction. Many drugs with physicoactive effects can cause physichological addiction if used frequently enough. If the person takes a drug often enough, a biochemical and neurological adaptation occurs so that the person must

continue using the drug or experience withdrawal symptoms. These symptoms are painful; they are relieved when the drug is readministered. Thus the drug is an immediate reinforcer. Narcotics, depressants and alcohol can be the list of addicting drugs but cocaine are not considered addicting.

First dev. pharagraph is detailed enough to explain the reasons you give. But there are some scientific terms like "biochemical and neurological adaptation". The reader may not understand what they mean? and how the drug can cause these? You had better give some explanations about them.

Another impressive reason of using drugs is social and cultural conditioning. This affects the behaviour of humans in many ways and drug is a dramatic example of behaviour that can be shaped by social and cultural factors. Drug use vary greatly throughout the world. Social and cultural conditions include cultural traditions, religious use. Cultural traditions are esp. about the family setting. Many 'habits' including drug use, begin in the family setting. When the family is part of a larger group the group's cultural norms are often adopted by all family members. For example the use of wine by French and Italian families is part of the cultural traditions, for them. The practices remain the same for many years. And religious reason. People worship God in religious groups use psychoactive substances as part of their worship, although usually the substances are used symbolically. For instance Catholic and Episcopal churches use wine as a symbol of Jesus and distribute wine at communion rites to help bind the community together and to remind them of the presence of Jesus.

Your examples are really interesting in this pharagraph. But the examples are only about alcohol. You should give some explanations and examples about the other drugs.

Drug experts often point to the sharp correlations between drug abuse and certain psychological states as a way to explain the causes of drug use. Lack of autonomy is in this part. A person who lacks autonomy has little self direction and may easily influenced by his or her peer group or parental values and messages. For example if drug is a required

behaviour in order to be accepted by a group, the person who lacks autonomy may go overboard in using the drug. Boredom is also in this part. Some psychiatrists believe that many Americans suffer from a chronic sense of boredom that saps strength and vitality and leads to deep depression. We can show everyday life as an example of depression work, relation etc. Many people discover that drugs seem to ease the pain or anxiety of boredom. Drugs seem to calm the stomach and loosen the lower back and other muscles. evaluative

(A) This paragraph is also well-developed. But you can give some real examples.

In short, the drug behaviour is reinforced in may ways as I wrote them before. A person's behaviour may be shaped so that drug taking becomes a routine part of life (a habit).

(B) Your conclusion paragraph is not as developed as the other paragraphs. You'd better improve it. You can give a short summary and some solutions to drug usage.

- In general, your essay is well-developed and tells about the reasons of drug usage effectively. evaluative
- Thesis statement, topic sentences are good. evaluative
- Shortly well-done.

APPENDIX N36

REASONS OF USING DRUGS

It is a fact that in our world about 130 million people are using drugs some are culturally acceptable and legal, some are not. Each individual who uses a psychoactive substance include drugs does so for a unique set of reasons. One person's use of a drug may be culturally determined. Another person's usage of the drug may be compulsive and tied to physical or psychological reasons, addiction or to both. For still another person, several factors may interact the result in yet another unique drug use pattern. Researchers who are trying to understand why people use drugs list literally dozens of motivations for use, like social and cultural, physichological and psychological reasons.

The continued use of certain drugs has been linked to physicholagical factors including genetics, relief from pain, physical addiction. Researchers have presented evidence that genetics plays a role in why some people become dependent on alcohol. They compared family members of alcoholics and family members of nonalcoholic patients and determined that family predigree does indeed predict alcoholism. The other physicological factor is relief from pain. E.M. Jellinek who first described the disease concept of alcoholism, has identified one type of alcoholic who suffers from physichological pain, who gains relief from the pain the use of alcohol and then becomes dependent on alcohol for relief. Other drugs such as narcotics, have similar effects and many patients under treatment for pain have become addicted to a drug because of repeated administrations. Then physical addiction. Many drugs with physicoactive effects can cause physichological addiction if used frequently enough. If the person takes a drug often enough, a biochemical, which is about drugs and neurological about a person's nervous system adaptation occurs so that the person must continue using the drug or experience withdrawal symptoms. These symptoms are painful; they are relieved when the drug is readministered.

Thus the drug is an immediate reinforcer. Narcotics, depressants and alcohol can be the list of addicting drugs but cocaine are not considered addicting.

Another impressive reason of using drugs is social and cultural conditioning. This affects the behaviour of humans in many ways and drug is a dramatic example of behaviour that can be shaped by social and cultural factors. Drug usage vary greatly throughout the world. Social and cultural conditions include cultural traditions, religious use. Cultural traditions are especially about the family setting. Many habits including drug use, begin in the family setting. When the family is part of a larger group the group's cultural norms are often adopted by all family members. For ex. the use of wine by French and Italian families is part of the cultural traditions, for them. The practices remain the same for many years. And religious reason. People worship God in religious groups use psychoactive substances as part of their worship, although usually the substances are used symbolically. For instance Catholic and Episcopal churches use wine as a symbol of Jesus and distribute wine at communion rites to help bind the comminity together and to remind them of the presence of Jesus.

Drug experts often point to the sharp correlations between drug abuse and certain psychological states as a way to explain the causes of drug use. Lack of autonomy is in this part. A person who lacks autonomy has little self direction and may easily influenced by his or her peer group or parental values and messages. For example if drug is a required behaviour in order to be accepted by a group, the person who lacks autonomy may go overboard in using the drug. Boredom is also in this part. Some psychiatrists believe that many Americans suffer from a chronic sense of boredom that saps strength and vitality and leads to deep depression. We can show everyday life as an example of depression work, relation etc. Many people discover that

drugs seem to ease the pain or anxiety of boredom. Drugs seem to calm the stomach and loosen the lower back and other muscles.

In short, the drug behaviour is reinforced in many ways like social and cultural, physichological and psychological reasons. We can understand that people who are uneducated are easily addict to drugs. The most effective way to prevent people's adaptation to the drugs is educate the young or teach them harms of the drugs. The most important task is parent's. They should give affection to them and when they feel their children are using drugs they should examine and get them treat. They can understand whether they use drugs by looking their physical appearance or behaviour because a person's behaviour may be shaped so that drug taking becomes a routine part of life (a habit).

APPENDIX O

In my opinion, peer review sessions were very beneficial with regard many aspects. Firstly, every participant learned to criticize and receive iticism properly. Putting forward our suggestions frankly without hurting e writer's feelings was as significant as taking care of another rson's ideas about our essays. Although most people generally react ainst criticism, we got used to the fact that only if we pay attention peer feedback do we progress. Secondly, we gained a critical attitude nile reading an essay. We became aware of the "real reading" which eans analysing a passage with all its errors, glittering parts, learning w information, viewpoints on a certain topic, and enjoying this tivity in the end. Thirdly, those sessions prepared us for assessing am papers of our students in the future. We tried to look for the ays to help our friends improve their essays on a great scale. In dition, when we encountered their errors, we took a lesson and came more careful in order not to make similar mistakes in our own essay

* I think that peer feedback is somehow a preparation to be a teacher. I think that is also the most valuable part of peer review sessions: while doing feedback, we can learn what we do as a teacher.

APPENDIX P

I highly benefited from the peer Review sessions. Because y capability of writing has increased. Now, writing is t a nightmare but an enjoyable works for me. Peer eview sessions provided me a chance of seeing my nistakes and showed me how to correct them. I, also, found a chance of comparing my friends' essays with nine. I could see my level and tried to raise it.

. Yes, it was beneficial for me. Because, I reviewed my essay and became aware of having made some mistakes, It gave me the chance of correcting them before presenting it to the teacher.

. Of course, this practice was very useful for us, I think. Because, sometimes there might errors, deficiencies and illogicalness we have made without noticing. So, we had the chance of correcting them by the help of our friends opinions. As a result, one can easily say that this practice is very worthwhile.

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