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THE EFFECT OF PEER FEEDBACK ON WRITING ANXIETY IN ENGLISH AS A
FOREIGN LANGUAGE STUDENTS

THESIS BY
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We **certify** that this thesis under the title of "**THE EFFECT OF PEER FEEDBACK ON WRITING ANXIETY IN ENGLISH AS A FOREIGN LANGUAGE STUDENTS**" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching.**

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DEDICATION

To my mother.

ÖZET

AKRAN GERİDÖNÜTÜNÜN İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN YAZMA KAYGISI ÜZERİNDEKİ ETKİSİ

Gülşah ÇINAR

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Dilin iletişim ve sosyal etkileşim için kullanılan bir araç olduğu kesindir. Bu yüzden dil öğreniminin ve öğretiminin bu felsefe üzerine dayandırılması mantıklıdır. Bu görüş, yazma gibi diğer tüm öğrenme becerileri içinde uygulanabilir çünkü yazma, birçok öğrencinin ne kadar öğrendiğini gösterdiği alandır. Bu sebepten dolayı yazma Zirve Üniversitesi İngilizce öğretim programında oldukça önemli bir yere sahiptir.

Dil öğretimindeki değişimler ve öğrenenlerin ihtiyaçları yazma dersinin öğretimini etkiledi. Çoklu taslak, öğretmenle çok fazla işbirliği ve düzeltme safhasında dışardan bir kişiden dönüt almayı gerektiren süreç odaklı yaklaşım, sadece son ürüne odaklanan ürün odaklı yaklaşımın yerini aldı. Zamanla öğrencilerarası işbirliği ve akran geridönütü de kullanılmaya başlandı. Akran geridönütü, dil öğretiminde ve değerlendirmesinde, özellikle yazmanın öğretilmesi ve değerlendirilmesinde kullanılmaktadır. Akran geridönütü, akranlarının ürünlerini değerlendirmelerini, kendi zayıf ve güçlü yönlerini görmelerini , kendi öğrenmelerini geliştirmelerini ve onların stressiz bir ortamda yazmalarını sağlayarak öğrencilerin yazma becerilerini geliştirir.

Bunun sonucunda, mevcut çalışma Zirve Üniversitesinde akran dönütünün İngilizceyi yabancı dil olarak öğrencilerin kaygı seviyesi üzerindeki etkisini ve öğrencilerin akran dönütünün yazma derslerinde kullanılmasına karşı algılarını araştırmayı amaçlar. Bu çalışma Zirve Üniversitesi İngilizce Hazırlık Bölüm C kurunda okuyan 16 öğrenci ile uygulanmıştır. Çalışma 7 hafta sürdü. Bilgi toplamak için, araştırmacının gözlemlerini yazdığı günlüğü, mülakat 1, mülakat 2 ve İkinci Dil Yazma Kaygı Envanteri kullanıldı. İkinci Dil Yazma Kaygı Envanteri (Cheng, 2004) hem ilk hem de son test olarak kullanıldı. Mülakatlar içerik

analizi yapılarak incelendi. Öğretmen günlüğü öykülendirildi. İkinci Dil Yazma Kaygı Envanteri sonuçları betimleyici istatistik ve bağımlı gruplar t- testi kullanılarak analiz edildi.

Mülakatların içerik analizi ve öğretmen günlüğünün öykülendirilmesinin sonuçları, öğrencileri akran geridönütünün yazma dersinde kullanımına karşı olumlu bir algıya sahip olduklarını göstermektedir. Ayrıca sonuçlar; öğrencilerin akran geridönütünün yazma dersinde kullanımının yazma kaygılarını azalttığını, güvenlerini arttırdığını, birbirleriyle işbirliği yapmaları ve birbirlerinden öğrenmeleri yazmalarını geliştirdiklerine inandıklarını gösterdi. Çalışmanın nicel sonuçları akran geridönütünün yazma dersinde kullanımının bilişsel, bedensel ve kaçınma kaygısını azalttığını göstermektedir.

Anahtar Kelimeler: Yazma Kaygısı, Akran Geridönütü, Akran Geridönütüyle İlgili Algılar

ABSTRACT

THE EFFECT OF PEER FEEDBACK ON WRITING ANXIETY IN ENGLISH AS A FOREIGN LANGUAGE STUDENTS

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It is obvious that language is a tool for communication and social interaction, so it is logical that learning and teaching a language is based on this philosophy. This view can be applied to all skills as well as writing because writing has a plethora of students who show how much they have learned. That is why it has an important place in Zirve University's English teaching program.

The changes in teaching a second language and the needs of the learners have affected the way writing is taught. The product-based approach that only focuses on the last product has been replaced by the process-based approach, which requires multiple drafting, lots of collaboration with the teacher, and getting feedback from an outsider during revision stage. Gradually, collaboration among students and peer feedback have been used. Peer feedback is used in foreign language teaching and assessment, especially in teaching and assessing writing. Peer feedback improves students' writing skills by enabling them to assess their peer's products, to see their own weaknesses and strengths, to improve their own learning, and let them write in a stress-free environment.

As a result of this, the present study aims to investigate the effects of using peer feedback on EFL students' writing anxiety and their perceptions towards the use of peer feedback in writing class at Zirve University. This study was carried out with 16 students studying in level C in the English Language Preparation Department of Zirve University. It lasted 8 weeks. To collect data, researcher's diary in which she wrote down her observations, interview 1, interview 2, and Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) were used. SLWAI was used as both pre- and post-test. Interviews were analyzed by

using content analysis. Teacher diary was narrated. SLWAI results were analyzed by using descriptive statistics means and paired samples t-test.

The content analysis of interviews and narration of teacher diary results show that the students had positive perceptions towards the use of peer feedback in writing classes. Also, the results of the study indicate that the students believed using peer feedback in writing classes decreased their writing anxiety, increased their confidence, and improved their writing by collaborating with and learning from each other. The quantitative results of the study indicate that the use of peer feedback in writing classes reduced their writing anxiety in terms of cognitive, somatic, and avoidance anxiety.

Keywords: Writing Anxiety, Peer Feedback, Perceptions Towards Peer Feedback

ABBREVIATIONS

EFL   :   English as a Foreign Language

SLWAI   :   Second Language Writing Anxiety Inventory

L1   :   First Language

L2   :   Second Language

SPSS   :   Statistical Package for the Social Sciences

EFL   :   English as a Foreign Language

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CHAPTER 1

1. INTRODUCTION

1.1. Background to the Study

Language plays an important role in education. It is obligatory to learn a second language in most schools. Language learning researchers have come up with different theories regarding how language is learned; yet there is no common idea among scholars on how a second or foreign language (L2) is best learned and taught. Second language learning researchers have differing views on learning a second or foreign language. Some view language as a social phenomena, and language is learned in social interactions, while others see language learning as an individual process.

Children are born with a powerful brain that matures slowly and shows a tendency to acquire new understanding of things and an ability to share them with others (Bates, 1993; Tomasello, 1995, as cited in Shaffer, Wood, & Willoughby, 2002). The interactionists argue regarding the desires of children to communicate with others and how this affects the language learning process. When children are born, they are surrounded by people who try to talk to them. This is when children are first exposed to language. Additionally, some social interactionists, such as Williams and Burden (1997) suggest that L2 should be taught using a collaborative learning theory since children are born into a social world in which learning occurs via interaction with other people. Collaborative learning is the idea of two or more people trying to learn something together and the learners are accountable to each other. The interactionist view of language learning is parallel with Vygotsky's model of collaborative learning. The Russian psychologist Vygotsky's zone of proximal development theory (1982) also emphasizes the importance of social interaction in general and language education by stating that students can do much better when together and guided by adults, which goes with the interactionists view of learning (cited in Daniels, 1996).

These views can be applied to all skills of language acquisition, but especially writing since writing has a plethora of students showing how much they have learned. Byrne and Heaton (1988) pointed out that to be able to write is one of the most important qualities in the academic world. A good piece of writing means communicating opinions, messages, and facts in clear and accurate language. However, teaching writing is a long process that requires hard work and special attention since it requires a good organization in the development of ideas, accuracy to avoid ambiguity, the use of complex grammar for focus and emphasis, and a careful choice of vocabulary (Hedge, 1988).

While teaching writing, teachers can apply collaborative learning methods. The changes in teaching a second language and the needs of the learners have affected the way writing is taught. The traditional product based approach, which was only based on final production, has been replaced by the process approach that consists of producing ideas, writing a first, second, third and even more drafts to revise the ideas presented (Keh, 1990). Revision and multiple drafts with intervention at various stages are required for good writing. Writers need to write for a specific audience in mind, those who can provide immediate feedback to them. In this way, the writing will have a purpose and the writer will understand if the message he wants to give is successful or not. Although writing seems to be an independent activity, which must be produced individually, learners should interact and co-operate in the process of writing. Particularly, in teaching writing skills students should not be left alone to come up with the final product. Leaving them alone during the whole process increases their writing anxiety. Generally, this cooperation takes place between learners and teachers during the feedback session of the process approach. This is when writers go through various stages as they produce a piece of written work with minimal errors and maximum clarity. Hence, the process approach requires teachers and students to work together throughout the whole process. Teacher feedback has been the dominant feedback type in writing classes for a while. Most students prefer their teachers' comments since they are evaluative and their discussion with the teacher ultimately is about how to correct the things that have been identified as wrong (Rieber, 2006). However, teachers usually mark every single error, hoping that their feedback will not only improve students' writing but also will develop their language. This can be time consuming. This process of giving feedback increases the workload of the teacher, especially in big classes. It may be a big burden on teachers to give feedback at every stage in a crowded class. It also affects the quality of the feedback. When we look from the students' perspectives, they always depend on teachers to correct their mistakes. Also, some of the students feel anxious since they know that there will be lots of corrections on their paper. Under these circumstances, other alternative interactive ways can encourage students to rewrite their first drafts so that they can improve their writing skills and can lower their writing anxiety and the teachers' workload.

With the development of writing pedagogy and research, feedback types have been modified. Now teacher's written comments can be combined with peer feedback. Peer feedback is getting popular these days as a tool in teaching writing, which is also known as peer revision, peer editing, and peer evaluation (Liu & Hansen, 2002). The use of peer feedback is supported by the literature in improving the learning process as it allows students

to work on their writing several times and helps students develop critical thinking and revise their own writing (Zhang, 1995). Therefore, students can improve their reading and writing abilities, and this encourages them to co-operate with their peers and others in language learning so that learning process can continue effectively. By doing so, they gain confidence when seeing each other's weaknesses and strengths (Mangelsdrof, 1992). It is also timesaving when compared to feedback coming only from the teacher.

However, some teachers do not favor relying on students' feedback because they may not notice its benefit in the improvement of students' writing or they might think that students do not know enough to find and correct errors (Ferris, 2003). In addition, some students may not trust their peers' English proficiency to comment on their work. They may feel that their peers are not knowledgeable enough to assess their writing, especially if they are untrained learners who do not know how to give specific, meaningful, and helpful peer responses that are often in the form of unclear comments (Ferris, 2003). They prefer only the teacher's feedback because they cannot see their friends and themselves as good critics.

1.2. Statement of the Problem

It is obvious that language is a tool for communication and social interaction, so it is logical that learning and teaching a language is based on this philosophy. This view can be applied to all skills as well as writing because writing has a plethora of students who show how much they have learned. That is why it has an important place in Zirve University's English teaching program.

Since it is vital that students be proficient in writing in English for their classes in the faculty, Zirve University pays attention to writing. Writing has been taught throughout the five levels (from Level A elementary to Level E advanced). In each level, 5 hours is dedicated toward a writing course, and teachers go through the process of multiple drafts, which consists of editing, hard work, revision, rejection, and rework. In each class, there are at least 17 students, and this means a teacher has to evaluate and give feedback on 34 papers, including first and second drafts. This is a huge workload for teachers when we consider that a teacher has two writing classes to teach every week. When we look from the students' perspectives, they always depend on teachers to correct their mistakes. Also, knowing that there may be a lot of corrections on their papers may render some of the students anxious. Under these circumstances, alternative interactive ways that encourage students to rewrite their first drafts so that they would improve their writing skills, lower their writing anxiety and the teachers' workload were needed. This study is based on this and so it will examine the

effect of peer assessment on students' perception and their anxiety level at Zirve University.

1.3. Purpose of the Study

The main aim of this study is to investigate the effects of using peer feedback on EFL students' writing anxiety and their perceptions towards the use of peer feedback in writing class at Zirve University. To meet this objective, the following research questions were set and answered in the study:

1. What are the perceptions of students towards the use of peer feedback in writing?
2. What is the effect of peer feedback on the students' writing anxiety levels?

1.4. Justification of the Study

The study applies the effects of peer feedback on students' attitude and writing anxiety. The results of the study may benefit teachers in thinking of other ways of responding to students' writing including peer feedback, to deal with students' writing anxiety using peer feedback, and to lessen their workload by having students comment on each other's first draft writing. This study will also be beneficial to other researchers who want to investigate more on the topic.

1.5. Operational Definitions

Below are the definitions of the terms used throughout the study.

Peer: Student of the same class level learning in the same classroom.

Peer feedback: "Peer feedback (or response) is an activity in which students receive feedback about their writing from their peers" (Hirose, 2006).

Anxiety: "It is a feeling of being very worried about something that may happen or may have happened, so that you think about it all the time or is a feeling of wanting to do something very much, but being very worried that you will not succeed" (Advanced American English Longman, 2005, cited in Negari & Rezaabadi, 2012, p. 2578).

Writing anxiety: Thompson (1980) defined writing anxiety as the fear of writing process that overweighs the projected gain from the ability to write (cited in Kurt & Atay 2007).

Process writing: A multiple-draft process that consists of generating ideas, writing a first draft with an emphasis on content (to discover meaning/author's ideas); second and third (and possibly more) drafts to revise ideas, and the communication of those ideas (Keh, 1990).

CHAPTER 2

2. LITERATURE REVIEW

2.1. Writing As a Skill

Writing is not a newly taught skill. It is learned and taught because it is a social necessity, a way of communicating and learning (Lindemann, 1982). However, writing did not get attention until the 1960s, as it was a priority neither for teachers nor for students (Richards & Rodgers, 1986). Writing can be simply defined as words on paper that students write based on what they have learned. The definition made by McKay (1979, p.73) says, "writing includes recurring phases such as thinking process, stylistic choice, grammatical correctness, rhetorical arrangement, and creativity." That is to say, besides grammar and organization, students are also asked to find their own ideas and organize them.

In the world of academia, 'writing' is a long and challenging process, which requires hard work in first and second/foreign language. It is especially more difficult for learners when it is in a foreign language because they are unable to organize ideas and write creative sentences to support their ideas with their limited knowledge of grammar and vocabulary. Because of this, many of them resist writing especially in a foreign language. However, writing is a must for language learners who want to learn a second language since writing is a basic requirement for learners of a language to fulfill many individual needs such as writing academic writings, reports, and emails in the target language. Kroll (1990) supported this by stating that learning to express one's feelings and opinion well via writing is very good for their academic and daily life and also is key for better career opportunities. Therefore, today both language learners and teachers give importance to writing for those reasons. Reid (1993) also pointed out that including writing on standardized tests of English proficiency like TOEFL indicates that the importance of writing has been recognized. While the reasons to teach writing are mainly still the same, the ways it is taught has changed a lot after the findings of related research on teaching writing.

2.2. Approaches to Teaching Writing

Since teaching writing started to gain importance, researchers have started to find a variety of approaches to teach writing. There are different approaches to teaching writing in the literature such as focus on accuracy, focus on fluency, focus on text, and focus on purpose (Byrne, 1988). Besides these approaches, there are two main approaches that have a widespread effect on writing: the product (traditional) approach and the process approach.

2.2.1. The Product Approach

Pincas (1982) defined the product of writing as linguistic knowledge that focuses on the correct use of vocabulary, syntax and cohesive devices. The concern of the product-oriented approach, which is also named as the traditional approach, is the final product. According to Nunan (1999), in product approach the focus is on the final product should be well-organized and free of error text. Students initiate, copy and transform models provided by textbooks or by teachers (cited in Pasand & Haghi, 2013). As Leki (1994) noted in product based approach, when students write in a second language, the purpose of the writing activity is to find spelling, grammar, and punctuation errors. As a result, this may prevent the creativity of the students (Murray, 1980). It may also cause anxiety among them and make them prefer writing short and simple sentences since their only concern is avoiding grammar, spelling, and punctuation mistakes (Leki, 1994).

2.2.2. The Process Approach

When the traditional approach started to be replaced by more communicative approaches in language teaching, the product approach in teaching writing has been affected since it did not satisfy the needs of learners to improve their proficiency in writing. The traditional approach gave way to the dominant theory of 1980s, which was a process-based approach. According to this approach, writing is formed by a number of activities. Seow (2002), Keh (1990), and Hedge (1988) defined the writing process as a multiple-draft process that incorporates pre-writing, writing a first draft with an emphasis on content, revising (redrafting), and editing stages. Kroll (1992) explained pre-writing as a stage where students generate, categorize, and plan their ideas by using different strategies such as free-writing, brainstorming, and listing. In the second stage of the process approach, students write their first draft. They are supposed to focus on content and organization of the work, which are given an example of higher order concerns by Keh (1990) rather than focusing on low order concerns such as grammar, punctuation, and spelling. In the third phase, students revise their first drafts based on the response they get from a teacher or others. Students need an outsider's comments on their work at this stage. Revision has a vital place in the process of writing since it is the phase that students clarify and redraft what they have written (Taylor, 1984). Right after revision, students read through the final product and make the final edits. The process approach does not really isolate the writing process from the written product. The written product is still important; however, since the processes students go through affect their performance, teachers should pay attention to process-oriented instruction.

2.3. Feedback

As stated earlier, the process approach has replaced the product approach in both ESL and EFL classes. This approach aims to shift emphasis from the product itself to the process of writing in which the students are expected to generate ideas to discover meaning, to write second, third, and even more drafts to revise their ideas, and to communicate those ideas (Muncie, 2000). In this multiple-draft process revision stage, feedback is required since it is feedback that leads the writer to the final product through the various drafts (Keh, 1990). Feedback is defined by Ur (1996) as information, which is provided to the learners about their performance of learning task, usually with the aim of improving their performance (cited in Temesgen Chibsa, 2008). According to Keh (1990), feedback is input that a reader gives to a writer to provide information to the writer for revision. Based on these definitions, it is understood that feedback is used to facilitate the process in language learning and teaching. Brannon (1985) also indicated that writers improve when they read their work to trusted readers, get their opinions and revise their work accordingly.

To begin with the advantages of feedback in writing, Richards and Lockhart (1994, p. 188) said:

Providing feedback to learners on their performance is another important aspect of teaching. Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build up a supportive classroom climate.

Similarly, receiving feedback helps the writer to develop a sense of audience (Flower, 1984). Having a sense of audience will help writers consider others' viewpoints, so when the writer is in isolation they can predict the feedback that may be given on their draft.

An additional advantage of feedback is that reviewing the first draft of students whose writing experience is limited to the product approach can increase their motivation during the reviewing stage (Sommers, 1984). As they cannot understand the reviewing stage, they are prone to correct mechanics and structure. Therefore, these students' motivation during the reviewing stage can be increased when they receive feedback. In this way, they will understand the purpose of this stage better. Besides these advantages, receiving feedback allows student writers to see different point of views. If students do not receive feedback, they may not consider that they communicated the message the way they want, so they will not feel like changing anything in their writing (Sommers, 1984). However, if they get the feedback of the reader, the parts that are not clearly stated can be specified and discussed for revision.

2.3.1. Sources of Feedback in Writing

Feedback is widely seen as vital for encouraging and consolidating learning. The dominant feedback type is teacher feedback; however, the changes in writing pedagogy have combined teacher feedback with peer feedback, writing workshops, oral conferences, and computer-based response (Hyland and Hyland, 2006; Munice, 2000). The teacher, the peers and the student writer are three main sources that scholars agree that feedback to writing could come from (Celce-Murcia 1991; McDonough and Shaw 1993; Jordan 1997).

2.3.1.1. Teacher Feedback

Feedback from teachers seems to be the most dominant type of feedback in EFL students' writing class. Zhang's (1995) study indicates that students prefer teacher feedback as teachers are seen as reliable source of information. On the other hand, Berkow (2012) alerts that in traditional way of teaching, after the students give an essay to the instructor, the instructor puts red marks on essay and delivers it back. However, most students do not read it again or when the instructor hands it back, students forget most things they wrote. Therefore, immediate feedback in the revising process is suggested (Hedge, 2000). Another drawback that is emphasized by Keh (1990) is that most teachers of writing will support that giving feedback to all students' papers takes most of their time and causes the most frustration, especially if the classes are crowded. Instead of spending too much time on giving feedback, teachers need to learn new feedback types such as self-feedback and peer feedback rather than teacher feedback that can help improve students' writing (Ur, 1996).

2.3.1.2. Self-Feedback

Edge (1989) highlighted the need to give the first chance to students to self-correct and indicated that for self-correction to work, a little time should be given to students at the beginning of the lesson so that they can look at their marked work and try to correct their mistakes. Makino (1993) is also convinced that learners sometimes realize some of their mistakes by themselves via monitoring, and they can even correct those errors when they are given hints about them. As a result, the main focus of self-feedback is on students' correcting their written work by themselves. This concentration can give students a more independent role that promotes their autonomy.

2.3.1.3. Peer Feedback

The only dominant type of feedback for the production process of developed text cannot be teacher feedback. Seliger (1983) pointed out that student writers can also give feedback to each other, which is called peer feedback. It has been getting popular in language teaching and is also called peer review, peer response and peer evaluation (Liu & Hansen, 2002). Hansen and Liu (2002, p.1) defined peer feedback as "the learners' use of sources of information and interactions for each other in such a way that learners take on the responsibilities in commenting on each other's drafts in the process of writing." In addition, Nelson and Murphy (1993) explained peer feedback as a part of process-based approach where student writers evaluate each other's drafts and exchange ideas. Many scholars suggest using peer feedback in teaching writing (Keh 1990; Ur 1996; Berkow 2002; Kurt & Atay, 2007). In supporting the use of peer feedback, Tudor (1996, p. 182) said:

> The grounds for peer evaluation is that, learners take part in the assessment of the linguistic or communicative parameters that are related to their own performance with respect to a common goal. For this reason, peer feedback is an efficient form of learner training since it develops learners' understanding of language usage and the type of difficulties they are likely to have language production, which can then be used to inform their self- assessment skills.

In this way, students are given more control as it gives the students the opportunity to make their own decisions about using their peers' comments or not (Mendonça & Johnson, 1994).

In peer feedback sessions, in addition to composing their own writing, they are supposed to read the texts written by other students, assume the role of readers and reviewer, and help each other improve their writings into better texts. This collaboration in writing improves

- students' social and communication skill (Topping, 2000),
- students' ability to give and receive criticism (Topping, 2000),
- students' sense of individual accountability, positive interdependence, and group processing (Şimşek, 1993).

The rationale for peer evaluation is that by reflecting critically on the abilities of other learners with respect to a shared goal, learners are involved in the assessment of those linguistic or communicative parameters, which are relevant to their own performance. Peer evaluation is, therefore, a practical form of learner training that develops learners' understanding of language usage and the type of difficulties that they are likely to experience

in their own language production, which can then be used to improve their self- assessment skills.

Giving and receiving feedback in writing is a reflection of collaborative learning theory also known as peer teaching (Damon & Phelps, 1989). Due to the interaction between the student writer and student reader, collaborative dialogue is encouraged. Olsen and Kagan (1992, p. 8) explained peer teaching (collaborative learning) as "a group of organized learning activity in which learning depends on the socially structured exchange of information between each peer who is hold responsible for his or her own learning and influences the others' learning."

2.3.1.3.1. Advantages of Peer Feedback

Leki (1990) and Nelson and McMurphy (1993) raised some concerns about peer feedback. For example, according to Leki, Nelson, and McMurphy, students may think that their peers' comments are not valid since they are not native speakers of English. Also, students from different cultures may see the teacher as the only source of knowledge and so may be reluctant to integrate their peers' feedback into their writing. Despite these concerns, peer feedback can contribute to peers' social relations, intellectual improvement, and progressing of creative and critical thinking (Damon & Phelps, 1989). Mittan (1989), Damon and Phelps (1989) discussed the advantages of peer feedback regarding cognitive benefit in leading students to think rather than receive feedback from the teacher. Therefore, they become aware that the teacher is not the only source of feedback, they can also provide feedback to each other. Since it also provides immediate feedback, students have the chance to ask for clarification and questions and discuss the responses instantaneously (Bartel, 2003). Another advantage of peer feedback is that students who experience peer feedback improve their writing and reading abilities. Students who are both writers and readers have the advantage of reading their peers' writing and seeing their peers' strengths and weaknesses, which allows students to provide feedback by expanding their own L2 knowledge (Zeng, 2006).

Peer feedback also has some social benefits. Exchanging feedback gives students a new perspective on revision. Students who get feedback only from their teacher see the teacher as a judge who critiques what they write. However, the students who go through peer feedback experience collaboration with their peers because their text is revised with the expectation of their readers, which means working with peers with their own purposes (Nystrand & Brandt, 1989). In this way, students can gain confidence since they express and

negotiate their ideas in a stress-free zone that can decrease the anxiety they go through during the writing process (Leki, 1990). Grabe & Kaplan (1996) also added that exchanging feedback can help students learn the language from responding to a text; hereby, they can not only see the same problems in their own writing, but also can improve their critical thinking abilities as they use innovative and creative ideas to which they are exposed to.

2.3.1.3.2. Drawbacks of Peer Feedback

Although several scholars support using peer feedback, its effects are also criticized. When students and teachers were asked whether they prefer teacher or peer feedback, some of them preferred teacher feedback and researchers support their choice. Researchers have concerns about the value of peer feedback because students may not see their peers as qualified since they are not as knowledgeable as their teachers and they are not native speakers of English. Students do not trust the feedback they get from their peers (Mangelsdorf, 1992; Nelson & Murphy, 1993; Saito, 1994; Zhang, 1995). Mangelsdorf (1992) acknowledged and mentioned that in her study, 77 percent of L2 students who did not prefer peer feedback did not consider the suggestion they got from their friends valid.

Apart from this, coming from a different cultural and educational background may create disagreements among students. If students come from a teacher-centered learning background, they may not cooperate and trust each other's comments and avoid cooperation with their peers as those students only accept the teacher as the source of feedback. Even some teachers believe that because of the students' lack of linguistic ability, writing skill and experience, they cannot give feedback to each other (Saito & Fujita, 2004). In addition, peer feedback is also seen as a time-consuming activity since it is a lengthy one (Rollinson, 2005). Peers should read each other's written text at least twice, take notes on the paper, and take turns giving oral feedback to each other, which uses up a significant amount of time. When all these drawbacks are taken into consideration, it becomes obvious that teachers who want to use peer feedback in their writing classes should prepare a training program through which they can guide students.

2.4. Anxiety

Anxiety is one of the factors that have been an issue in language teaching. Anxiety is defined in Advanced American English Longman (2005) "as a feeling of wanting to do something that may happen or may have happened, so that you think about it all the time or is a feeling of wanting to do something very much, but being very worried that you will not

succeed." (cited in Negari & Rezaabadi, 2012, p. 2578). Some other scholars describe anxiety as an individual feeling of stress, frustration, self-doubt, and uneasiness associated with stimulation of the nervous system (Scovels, 1978; Horwitz, Horwitz & Cope, 1986). Anxiety is caused by feelings of constantly wanting something to happen a certain way or thinking about something that already happened. An anxious person thinks about something a lot and worries that it will not happen.

Although some scholars assert that the most anxiety provoking activities are speaking and listening (McIntyre & Gardner, 1991), recent studies have shown that writing also causes anxiety. (Burgoon & Hale, 1983; Bline, Lowe, Meixner, Nouri & Pearce, 2001). They also have indicated that the research that is attributed to writing anxiety is very limited (Cheng, Horwitz, & Schallert, 1999; Hassan, 2001; Cheng, 2004; Atay & Kurt, 2007).

Among the different types of anxiety in language learning, writing anxiety is defined by scholars like Thompson (1980) as an inability to write, which is caused when a person is fearful over the end result and cannot concentrate on the writing process itself. Tusi (1996) also said that writing in a foreign language causes more anxiety than other skills since in most classes writing is product-oriented that requires a great deal out of student with regards to their own thinking and ideas. Additionally, they may not be getting the support from instructors that help them to know that they are on the right track. These two things make writing stressful for students. Also, writing anxiety is defined by Hassan (2001) as a general avoidance of tasks or situations that may require writing and has the possibility of evaluation and assessment.

Thus, the anxiety factor in writing can affect learners' perception toward writing and their writing performance. In their study, Daly and Miller (1975) pointed out that students who were anxious did not want to enroll in lessons that required writing. Cheng (2002) noted that students with high-anxiety tend to avoid enrolling in writing courses and prefer careers that have very little to do with writing. Some students with anxiety in writing courses do not attend the classes regularly, find excuses to write at home or outside class so that they have a friend write instead of themselves. They have less confidence, self-efficacy, and self-esteem. Daly (1977) compared the written text of high-anxious students to low-anxious students and found that the former produced work that was less broad and satisfactory.

2.4.1. Reasons For Having Writing Anxiety

Martin (2007) states that anxiety is the fear of the unknown because unknown things are threatening. Feelings like anxiety cause a person to avoid tasks that require productive skills.

Writing is a demanding productive skill that requires strategies such as finding ideas, collecting information, organizing and combining that information and those ideas with a correct linguistic knowledge of L2. Baştürkmen and Lewis (2002) said that in order to be successful in writing, you need to be able to express yourself, meet your readers expectation, organize your ideas smoothly, enjoy writing in L2, and your self-esteem should be increased, yet L2 students cannot cope with them easily (cited in Kara, 2013).

The research also supports that because of the complexity of writing as a skill and complexity of a language can cause apprehension among students (Bruning & Horn, 2000). According to the study that was administered by Kara (2013), the three causes of anxiety in writing courses are the most attention grabbing: "writing itself, writing as a skill" and the "teacher." Then, Kara (2013, p. 108) explains them:

> The learners claimed that they have writing anxiety and may fail because they do not have a writing habit and they occasionally wrote in their previous experience and they are not used to writing and express themselves in writing because in their previous education they are familiar with taking tests.

Most students have not had the writing experience in their previous education life since they have a predominantly test-based education background that requires students to choose one of the options that are already given. This can create a generation that lacks critical thinking ability and cannot put down the things they have learned on paper. In such a system, when learners, who come from such a system, are asked to write, they will not be able to produce what is expected. Even if they do, they will have many difficulties during the process, which will finally make them feel anxious. Kara (2013) continues in explaining the second reason "writing as a skill." Learners, who already see writing as a complex productive skill, believe that they lack skills such as finding ideas, collecting information, organizing and combining that information and those ideas, as they have not practiced those skills enough. In addition, students' limited linguistic capacity also results in poor performance that causes an increasing number of anxious students (Sparks, Ganschow, & Javorsky, 2000). For the third reason, Kara (2013, p. 108) says:

> Learners stated that the teacher does not encourage, does not give feedback and is not interested in students' writing problems. The teacher's teaching style may cause trouble as well like not giving examples or not teaching in an interesting way.

In addition to difficulties learners already have, teachers and their attitudes can have a debilitating effect on students' writing anxiety level. When a student who is already anxious goes to a teacher to get feedback, s/he is afraid of seeing his or her paper full of corrected

grammar mistakes underlined by red ink. Also, if teacher does not give constructive feedback and suggestions to make the writing better, it creates a stressful and unfriendly environment that will cause more anxiety in student.

To investigate the relation between 'writing anxiety' and 'self-esteem' and the quality of pieces of writing, Hassan (2001) used 132 third year students of the English Department in Egypt as subjects. He applied an English Writing Apprehension Questionnaire (EWAQ) and a Foreign Language Self-Esteem Scale (FLSES). According to the results, there was a significant negative relationship between writing anxiety and self-esteem. Students with high anxiety had less self-esteem than the ones with low anxiety. Furthermore, the writing quality of students with low anxiety was better than students with high anxiety. Hence, this negative effect of writing apprehension needs to be overcome to help students to be more successful in their writing performance, change their negative attitudes toward writing, and create a stress-free, friendly and interactive environment to lessen the debilitating effect of anxiety. Thus, Hassan (2001) urged that teacher feedback should be decreased and supported with peer or self-evaluation, and also more communicative writing tasks should be provided. Many scholars recommend that to minimize the debilitating effect of writing anxiety, teachers should reconsider methods of error correction, peer feedback and peer tutoring, putting more emphasis on process and form rather than grammar (McIntyre & Gardner, 1991; Cheng et al, 1999; Hassan, 2001; Atay & Kurt, 2007).

2.5. Effect Of Peer Feedback on Writing Anxiety

When studies were done about the reasons for anxiety among students in writing classes, the answers students gave were:
- lack of self-confidence,
- lack of self-esteem,
- lack of practice,
- lack of writing skills,
- lack of linguistic skills,
- lack of topical knowledge,
- stressful environment,
- teacher's attitude,
- being afraid of the mistakes they will see on their paper, which is the result of
  avoiding lessons that require writing (Hassan, 2001; Kara, 2013; Daly &

Miller, 1975).

These cause learners feel anxious during the process of writing. Because writing requires individual work, the probability of anxiety that students will feel gets much higher. Therefore, instructors have a huge role at this point. That is to say that they have to create a safe, comfortable, and friendly classroom environment that will help students building up their confidence. However, teachers cannot always give immediate feedback to the students whenever they need, especially with big groups. At times teachers have to take papers home to give written feedback, and then oral feedback at school, which is extra workload for teachers and make students forget the things they have written. On that account, teachers of the big groups who have a large workload will get exhausted and after a while the quality of the feedback will deteriorate, which may affect the students' writing performance, and correspondingly may affect their attitude toward the teacher and make them feel more anxious. Thus, teachers will be wasting their time giving lots of feedback that will exhaust them throughout the whole process instead of spending their time looking for new teaching methods, approaches, authentic materials and tasks for students. At this point, several researchers suggest exploring other interactive and communicative ways such as peer feedback to lower the anxiety of the students (Horwitz et al., 1986; Mendonça & Johnson, 1994; Hassan 2001; Kurt & Atay, 2007).

There are various effects of peer feedback on writing L2 anxiety. Peer feedback increases motivation through the sense of self-responsibility, and it also has an impact on the self-confidence of learners (Topping, 2000). Since student readers see that other students make the same mistakes or go through the same difficulties, they are relieved, their apprehension decreases. In turn, their confidence increases (Kurt & Atay 2007). With collaborative dialogue, two-way feedback and discussion on content between the peers will be stimulated (Rollinson, 2005). The peers can discuss the reasons of revision required on their writings and question them. However, when teachers give feedback, students just take them without questioning. Thus, peer feedback gives students the opportunity to improve their critical thinking abilities in a learner-centered and non-threatening classroom atmosphere.

2.6. Measuring Second Language Writing Anxiety

There are some scales that measure the amount of anxiety in different contexts such as English Use Anxiety Scale, English Classroom Anxiety Scale, English Writing Apprehension/Attitude Test, English Writing Block Questionnaire, English Writing Self-efficacy Scale, Personal Report of Communication Apprehension College, Test Anxiety Scale, Math Anxiety Scale, English Writing Motivation Scale, State Anxiety Scale, and Index of English Writing Performance (Cheng, 2004). Cheng used these scales as validity criteria to create a new scale, which is Second Language Writing Anxiety Inventory. SLWAI agrees with a three-dimensional conceptualization of anxiety, such as Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior. Somatic Anxiety refers to physical changes that occur when someone feels anxious. It is reflected in increase in state of unpleasant feelings such as nervousness and tension, upset stomach, sweating, numbness, and pounding heart (Cheng, 2004). Cognitive Anxiety refers to psychological side of anxiety experience, as reflected in negative expectations, preoccupation with performance and concern about others' perception (Cheng, 2004). Avoidance Behavior Anxiety refers to the behavioral aspect of the anxiety experience such as avoidance of writing, procrastination, and withdrawal (Cheng, 2004).

2.7. The Significance of Training Students in Peer Feedback

In order to make peer feedback an effective part of a writing class, teachers should plan a well-prepared training program for their students on how to give and receive feedback in writing. With adequate training, they can prevent potential problems that the students may face during the interaction with their peers. Since ESL students are not native speakers, they need to be taught, guided and controlled to make peer feedback sessions more effective, argues Celce-Murcia (1991). If they aren't trained, the students may pay more attention to surface matters rather than content and organization of ideas, and they may act authoritatively rather than work in collaboration (Mangelsdorf & Schlumberger, 1992). Tsui and Ng (2000) support the necessity of training by saying that teachers should train students with an emphasis on giving and receiving peer feedback that will raise the students' awareness of what constitutes good and poor writing, and they will be able to find their own strengths and weaknesses in writing. In their study, Connor and Asenavage's (1994) recommend the implementation of a more comprehensive and specific peer response training in an L2 writing class if teachers want to use peer feedback as a part of their teaching approach.

Berg (1999) studied the effects of trained peer feedback on ESL students' revision types and writing quality with 46 ESL students from 19 different countries and states two important

outcomes of her study:

- teachers who use peer response in the ESL writing classroom have proof that shows that peer feedback can work in the improvement of writing,

- and training seems essential for peer response to work. Grimm (1986) highlights that "students should not be asked to do anything they do not know well." By guiding the students, teachers do not only allow their students to give and receive constructive feedback but they also have the opportunity to practice the peer feedback before they jump into the process.

2.8. Studies on Peer Feedback

The common usage of the process approach in writing is making peer feedback more popular. Peer feedback is seen as an important supplement for the multi-drafts of the process approach in writing (Zamel, 1985; Mittan 1989). Therefore, some of the studies conducted on peer feedback are reviewed in this section. While some researchers came to conclusion that peer feedback should be integrated in writing classes, others still have some concerns about the value of using peer feedback.

In her study with ninth-grade writers and their attitudes toward writing with peer responses and teacher responses, Kastra (1987) found out that students active in the peer feedback process showed a more positive stance to writing than the students that only obtained teacher feedback. She also concluded that there was a significant increase in writing fluency of the students who were active in peer feedback sessions. Villamil and De Guerrero (1996) conducted research that studied the interaction between peers by collecting data from a homogenous group of 54 ESL students in Puerto Rico. They asked three research questions:

- the type of revision activities that students are occupied with,
- the strategies that peers use during peer feedback process,
- and the important social behavior they gain during the peer feedback process.

  The researchers come up with the followings:

a) Revision activities such as: reading, assessing, dealing with trouble sources, composing, writing comments, copying, and discussing task procedures;

b) Strategies like employing symbols and external sources, using the L1, providing scaffolding, resorting to inter-language knowledge, vocalizing private speech,

c) Social behavior like collaboration, affectivity, and adopting writer and reader roles.

They determined that peer feedback has a positive influence on the writing quality of the students and peer feedback also assisted students to be more autonomous (Villamil & De

Guerrero, 1996).

Berg (1999) agreed that peer feedback helps in the development of writing and also encourages students to think critically. He conducted a study of ESL classes in the USA on the effectuality of peer feedback. When students are given feedback from the teacher, most of them just take the advice and make the change without questioning, which will mostly make them dependent on teacher and see the teacher as the only source of knowledge. However, this may weaken their desire to question the validity of the feedback since most students already feel apprehension because of the red marks they see on their papers. Basically they will just take the advice as a given and will make the changes possibly without knowing why. However, the feedback process should be done in a stress-free area where the students can question the validity of the feedback they are given by comparing what they already know, and make the change if necessary and this is more possible with peer feedback.

During an eight-week study, Kurt and Atay (2007) aimed to learn whether peer feedback had any influence on the writing anxiety of 86 Turkish student teachers of EFL. In this study, they divided their subjects into control and experimental group. The control group was given only teacher feedback, while the experimental group was given peer feedback; the subjects were made to rate their level of writing anxiety using the SLWAI before and after the experiment. Their study indicates that the experimental group felt significantly less writing apprehension than the control group.

While many studies argue the success of peer feedback, there are other studies that argue against the use of peer feedback. These studies conclude that integration of peer feedback is not a preferred type of feedback when compared to teacher feedback (Zhang 1995; Tsui & Ng, 2000). Zhang's (1995) research on eighty-one college freshmen shows that 75 percent of the students favored teacher feedback to all other types of feedback. This indicates that students see their teachers as a reliable source of knowledge. This is also supported by Tsui and Ng's (2000) study on the function of teacher and peer comments in revisions of writing among secondary L2 learners in Hong Kong. The result shows that students saw their teachers as experts, so they did not trust their peers.

2.9. Conclusion

The abovementioned studies have shown both sides of the argument on the incorporation of peer feedback in writing. The positive sides of peer feedback highlighted were that it helps improving ESL/EFL writer awareness, lessens learner anxiety, leads students to work in collaboration and increases learner autonomy. However, the application of

feedback indicated some negative aspects. Among them is students' lack of knowledge on what makes a good piece of writing, the mistrust that students often have for their peers, the huge amount of time it consumes, and the different cultural and educational background they come from were initiated as the drawbacks of peer feedback.

The present study aims to investigate the effect of peer feedback on EFL students' writing anxiety and the students' attitude toward the use of peer feedback in writing classes in which teacher feedback is dominantly used. The aim of this study is to shed light on ways that could decrease students' feelings of apprehension in writing classes and encourage them to work with their peers in a collaborative manner, in a stress-free classroom atmosphere, which will improve their critical thinking abilities.

CHAPTER 3

3. METHODOLOGY

The main aim of the study is to investigate the effects of using peer feedback on EFL students' writing anxiety and perceptions. This chapter gives detailed information about the context of the study, research design, participants, data collection instruments, and data collection procedure. It ends with data analysis.

3.1. Context of the Study

The study was carried out at the School of Foreign Languages at Zirve University in Gaziantep, Turkey. The School of Foreign Languages has five levels ranging from A to E. Levels A, B, C, D and E are respectively elementary, pre-intermediate, intermediate, upper-intermediate, and advanced. In each level, 5 hours is spared to teach writing skills in English to students because the school gives importance to writing. There are at least 17 students in a writing class, and these students have to write a paragraph or essay depending on their levels. They prepare the first draft of their paragraphs or essays, get feedback from their writing teachers, and write the second (final) draft of their paragraphs or essays. In addition, a writing teacher is assigned to teach two writing classes and is supposed to check their students' first drafts, give them feedback, re-check and evaluate the second drafts of their students' writings. In accordance with the teaching context, the researcher observed that this process leads to heavy workload for teachers and a dependence on teachers' feedback for students in writing classes, which causes some students to display fear in writing classes.

3.2. Research Design

This research is a small scale mixed methods study because according to Creswell (2012), a mixed method research uses qualitative and quantitative research and methods for collecting and analyzing data in a study in order to understand a research problem. The mixed methods research design of this study is embedded because Creswell (2012) mentions that an embedded mixed methods research design requires different research methods for different research questions. Accordingly, this study has two research questions and each of them requires a different research method. Qualitative research method is used for the first question, but the second question uses quantitative research in data collection and analysis.

3.3. Participants

Although the number of the participants in this study was expected to be 18, two of them did not want to participate in the study. Thus, the total number of the participants was decreased to 16, eleven were female students and five of whom were male students. The participants were students at an English preparatory department of a university in Turkey. Their level of English was intermediate, which was determined by a placement and proficiency exam organized and done by the Testing Office of the department. These students were in their first term and took courses such as Reading and Writing, Listening and Speaking, Expansive Reading, Applied Linguistic Skills in which group work is expected to be used excessively, and lab classes. The students were selected while taking into account the fact that they were future doctors who are going to need English throughout their career.

3.4. Data Collection Procedure

In order to find out whether students' perceptions about peer feedback changed during the research of the first research question, two interviews were carried out. The first interview was done in the beginning and the second one was conducted at the end. The researcher also took field notes in her research diary in order to see how peer feedback affected students during the research. To decide whether there is a significant change in the students' writing anxiety levels at the end of the research, the Second Language Writing Anxiety (SLWAI) Inventory (Cheng, 2004) was used at the beginning and the end of the study as a pre-test and post-test. After the first interview was carried out and the SLWAI was filled out, the students were trained about how to give peer feedback and how to use the checklist prepared by the researcher to give peer feedback in writing classes. The checklist was designed to guide students in analyzing their peers' written work. It was developed by the researcher based on the students' writing textbook to ensure that it includes most of the aspects covered in their book and expectations as indicated by the syllabus (see Appendix 1).

It contained questions that asked peer reviewers first to analyze and then evaluate and make suggestions. The checklist consisted of two parts: content and organization; and style and writing conventions. Before the checklist was considered final, three instructors of English Language Teaching, including the supervisor of this thesis, were asked to validate the content of the instrument concerning its instructions and suitability to the objectives of the research. In the first term, the researcher also piloted the study with 17 students who did not attend the actual study, and the instructors' comments and suggestions including the supervisor's as well were studied carefully and the necessary modifications were made

accordingly.

3.5. Data Collection Instruments

In order to collect data, qualitative and quantitative data collection tools were used. For the qualitative data collection, two interviews and a teacher diary were used. For quantitative data collection, the Second Language Writing Anxiety Inventory (SLWAI) was used. They are explained in detail in this section.

3.5.1. Second Language Writing Anxiety Inventory

In order to collect data about students' writing anxiety level before and after the study, the Second Language Writing Anxiety Inventory (SLWAI) was used, which was developed by Cheng (2004) (see Appendix 2). It is a five-point Likert-scale ranging from 1 (strongly disagree) to 5 (strongly agree). The students were asked to express their degree of willingness by selecting one of the following responses: strongly disagree, disagree, undecided, agree, and strongly agree.

The SLWAI has got 22 items. Seven of these items (1, 4, 7, 17, 18, 21, and 22) are negatively worded; so reverse scoring was used when these items were analyzed to have the total score. Cheng reported that the reliability of the SLWAI is 0.91. In this study, the results of pre-test showed that the SLWAI has a reliability of 0.84.

According to Cheng, the SLWAI consists of three sub-categories: cognitive anxiety, somatic anxiety, and avoidance anxiety. Cognitive anxiety is determined according to items 1, 3, 7, 9, 14, 17, 20, 21 while somatic anxiety is related to items 2, 6, 8, 11, 13, 15, 19 and the items 4, 5, 10, 12, 16, 18, 22 are used to find out avoidance anxiety (Cheng, 2004). Also, Cheng categorizes the levels of anxiety as high, moderate, and low. Anxiety levels depended on the total score of the SLWAI. If a total score is above 65, it is named as a high level of writing anxiety, but if it is below 50, it shows a low level of writing anxiety. If the total score is between 50 and 65, it indicates a moderate level of writing anxiety.

3.5.2. Interviews

Interviews were made before and after conducting the study in order to find out the students' perceptions towards peer feedback (see Appendix 3). The first interview had three questions dealing with what students thought of the effects of peer feedback on their writing anxiety, whether peer feedback increased their self-confidence in writing, whether they liked it or not. The second interview had four questions dealing with what students thought of the

effects of peer feedback on their writing anxiety, whether peer feedback increased their self-confidence in writing, whether they liked it or not, and how they felt when giving and receiving peer feedback.

3.5.3. Teacher Diary

During the research, the researcher observed her classes while the students gave feedback in her writing classes. Also, she talked with her students about peer feedback in her writing classes. Depending on her observation and discussion with students, she could understand how her students thought about peer feedback and find out what worked and what did not work in the research. In order to keep a record of her experiences during the research, she wrote down them in a diary.

3.6. The Procedure of the Study

This study was carried out at the English Preparation Department of the School of Foreign Languages at Zirve University in Gaziantep, Turkey. It lasted 7 weeks. A training session about peer feedback was organized in the first two weeks. During the following weeks, the students studied peer feedback with five writing assignments in class. Therefore, the data collection procedure was organized as the training period and the implementation procedure.

3.6.1. The Training Period

Prior to starting the study, the advantages of peer feedback based on the literature were explained to the students and they were encouraged to attend the study. The researcher also encouraged students to work in collaboration. The researcher gave students the training along with some guidelines like identifying content, organization, grammar, and so on for two weeks to help them during the process of peer feedback. By doing this, the researcher guided the students on how to give and receive feedback on their writing.

Before the training session started, the SLWAI was carried out with the students as a pre-test. Then, the first interview was made with them. After the pre-test and first interview, the researcher did a question-answer activity with them in which she asked some questions about whether they like writing in English or not, what they think about writing, what kind of problems they have while writing, who gives them feedback about their writing, how they approach the teacher's feedback, whether they know what peer feedback is or not, and how they consider peer feedback. After this activity, the researcher used a power point

presentation to explain peer feedback to students. The presentation explained what a peer is, what peer feedback is, and how peer feedback should be given. The presentation emphasized the importance of positive language and explained ways of giving suggestions and making comments about peers' writings. The importance of collaboration, the language they should use in their comments, and the uses of constructive feedback were emphasized. Students were always reminded of writing at least two positive things they saw on their peer's written text, what the peer did good or what parts needed to be improved by giving their reasons, and if possible suggestions.

The researcher provided students a copy of a checklist and discussed each item on the list to make sure it was understood (Appendix 1). They were also introduced to a writing correction code list (Appendix 4), prepared by the writing teachers of the institution. They also practiced giving comments to each other's writing using these tools during the training. They were told to read for meaning (content, organization, cohesion, vocabulary) first, and then correct grammar, spelling and mechanics. After the presentations, the students did a sample peer feedback activity in which they were supposed to write positive comments and give suggestions about the paragraph individually. They used the codes, which was provided by the teacher. The students were made to indicate the errors using the symbols and then to give suggestions if they could. Next, sample texts were also given to these students during the training to practice how to give and receive peer feedback. After the students understood how to work with the checklist, they were divided into pairs to provide feedback on each other's paragraphs. In the second week, the training was continued. During the whole process, the researcher walked around the class, observing the pairs, and re-explaining what they should do for each part of the checklist. Students gave written feedback by answering the questions on the checklist. Then, they explained the feedback they gave to their peers very briefly. After that, the students decided to choose whether they wanted to implement their peers' advices on their paper or not and wrote the second draft so that their instructor could give them feedback.

For each session, students were given a new peer, so that they would work with different people. At the end of the seventh week, students were given the questionnaire (SLWAI) that was given in pre-training and the researcher conducted an interview with every student. When required, some questions were explained in Turkish, the students' native language.

3.6.2. The Implementation Procedure

After the training session was over, the students were given five writing assignments that were related to the topics studied in class each week. For the writing assignments, the students were supposed to write one paragraph in English that contained a topic sentence, three supporting ideas with examples, and a concluding sentence. The students wrote their paragraphs, gave and received feedback from their peers in their writing classes. The researcher paired them when they started to give and receive feedback. While giving feedback to their peers, they used the Peer Review Feedback Form (PRFF) developed by the researcher (see Appendix 1). The PRFF consists of two sub-categories: content and organization that are related to the topic sentence, supporting ideas, concluding sentence, and expression of ideas, along with questions about style and writing conventions they focus on grammar, spelling, punctuation, and the use of vocabulary. Next, the students received their feedback from their peers, wrote the second draft of their paragraphs in class, and gave their paragraphs to the researcher to get feedback from her. Then, they wrote their final drafts and submitted them to the researcher.

3.7. Data Analysis

The researcher focused on finding out the effect of peer feedback on students' writing anxiety and their attitudes toward peer feedback. The results of this study were based on the SLWAI questionnaire for which quantitative analysis was used, and on interviews made with students and the teacher diary for which qualitative analysis was used.

Quantitative data was analyzed with the program SPSS for Mac (version 20). Descriptive statistics, means and t-test were used to analyze the collected data in order to see the difference between the effect of peer feedback on students' anxiety level in the pre-training questionnaire and the post-training questionnaire. Paired samples t-test was used to analyze the results of pre-training and post-training questionnaires because it analyzes the two different results of the same group for the same variable in a study (Turan, 2014).

The interviews were made with all students at the beginning and the end of the study to find out the perceptions of the students toward peer feedback. Also, a teacher diary was kept to discover what worked and what did not work and to analyze the researcher's experiences, which were based on her observations and talks with students. The interviews were content analyzed, while teacher diary was narrated. The recorded data from each interviewee, in the form of sentences were transformed into findings by identifying, coding, and categorizing by the researcher herself and another researcher who carries out quantitative studies in the field

and is familiar with content analysis (Patton, 2002; Creswell, 2007). Besides this, the teacher dairy was re-storied chronologically because restorying is used to frame a story according to time, scene, place or plot in a chronological order in order to make narrative analysis of the story (Creswell, 2007). In order to validate the qualitative results of the research, triangulation and the participation of another researcher during the data analysis process were used (Creswell, 2007).

CHAPTER 4

4. FINDINGS

In this chapter, the collected data is analyzed according to the research questions. First, the results of the content analysis of the interviews are provided and teacher diary is narrated to reveal the attitudes of the students toward peer feedback. Then the result of the paired samples t-test analysis of the SLWAI is presented in order to show the effect of peer feedback on the students' writing anxiety levels.

4.1. The Perceptions of the Students Towards Peer Feedback

In order to answer the first research question about the perceptions of the students toward peer feedback, interview 1 and 2 were content analyzed first. Then the teacher diary was narrated.

4.1.1. Interview 1

Interview 1 has three questions, and these questions are about the effect of receiving and giving feedback to classmates on writing anxiety and on confidence, and whether they like this or not. Therefore, three categories are developed: writing anxiety, confidence, and feelings about peer feedback. Some of the students responded to the questions in Turkish, so the researcher used the Turkish comments of the students, translated them to English, and showed her translations by using [ ] in the excerpts.

4.1.1.1. Writing Anxiety

Ten out of 16 students think that receiving from and giving feedback to their classmates may reduce their anxiety in writing activities while there are five students that think it can not reduce writing anxiety and there is one indecisive student who believes collaboration with his classmates may help learn new vocabulary, but claims that his classmates lack writing skills, so they can not give feedback. Ten students who think feedback between peers may render them less anxious have some reasons to support their thoughts. The first reason is to understand that some mistakes are common among their friends, which helps them feel relaxed because they know making mistakes is a part of learning and they are not the only ones who make mistakes in writing. The excerpts from student 8 and 12 illustrate this:

Student 8: *"Yes, I do. I learn 'Some mistakes are done by everybody,' so I feel relaxed."*

Student 12: *"Of course. When I see my friends' errors I understand oh okay don't worry all people can make mistake."*

In addition to this, some students claim that receiving and giving feedback to their classmates makes them more collaborative, and this collaboration reduces their anxiety, improves their writing skills, and helps them learn from each other. The following are some example excerpts from students 2, 4, 7, 13 and 15.

Student 2: *"Yes, I think because working together with my peer is reduce my stress. I haven't any anxiety about any grades."*

Student 4: *"Yes, He/She help me about writing. I feel good."*

Student 7: *"Yes, I do. Because, He or she understand me best."*

Student 13: *"Yes, it is reduce. Çünkü arkadaşların bana faydası oluyor [Because I benefit from my friends.]."*

Student 15: *"If I write paragraph with my friends, I believe that, we can write best of the paragraph. Maybe, we can't mistake, we use grammar, punctuation, and other writing rules."*

As mentioned before, these excerpts indicate that when the students receive and give feedback to their peers, they collaborate with each other, and this results in feeling less anxious, an increase in feeling good, and improvement in writing skills according to the students.

On the other hand, five out of 16 students think that exchanging feedback with peers may not render them less anxious. Depending on the content analysis of these five students' answers to the first interview questions, there seem to be two reasons for this thought. The first reason is that some students do not know a lot of things about writing in English, so they cannot give feedback, and the teacher should give feedback to their writings, instead. This can be understood in the excerpt of student16.

Student 16: *"No, I don't. When we do this activity with teacher, probably, we can upgrade ourselves better."*

In relation to the first reason, some students mention that they do not want their friends to see and check their writings because they think if their friends see their mistakes, they will feel more stressed and others including themselves may not respect them. The following statements from students 5, 9, and 10 explain this claim.

Student 5: *"I don't like it. Because I abstain writing because I am ashamed. I want to your [the teacher's] comment. I believe to develop my English your [the teacher's] comments."*

Student 9: *"No, I don't. Because maybe I don't want my friends see my basic mistakes and may be I feel a lot of stress."*

Student 10: *"I think no. Because I like working myself. I don't respect anyone's think."*

Also, these statements point out that personality seems to be important for some students in peer feedback activities in writing classes. In addition to the first and second reasons, one of these five students argues that they need more writing activities to improve their writing skills and reduce their anxiety in writing.

To sum up, according to most of the students, receiving and giving feedback to their friends may decrease their anxiety in writing. They know that making mistakes is a part of learning and they make some common mistakes. They collaborate with each other to overcome the mistakes while writing. These are the reasons for this assumption. These reasons make the learning environment less stressful and anxious according to the students. On the other hand, some students opposed this assumption because their friends did not have the capacity to give feedback and did not want to show their writings to someone else.

4.1.1.2. Confidence

Ten out of 16 students think that receiving and giving feedback to their classmates may make them confident in their writing classes while there are four students who do not

agree with the first group and are two indecisive students that think it may work depending on the conditions. Students 1 and 3 are those two indecisive students, but only student 1 mentions the reasons for this choice.

Student 1: "*If I don't find some things, I want to ask to my friend this answer. Bazende insanı kötü etkiliyor bu durum çünkü özgüvenini yitirebilirsin. [It sometimes may affect a person badly because you may lose your self-confidence].*"

The first reason that student 1 states is an idea that expressed by 10 students who think receiving and giving feedback can increase confidence. The ten students claim that when they receive and give feedback to their peers, they see mistakes that are common and they feel relaxed and less stressed as a result. Also, they explain that they learn from their peers in a more relaxed and less stressful atmosphere than they learn from their teachers. The following excerpts exemplify this argument.

Student 2: "*Yes, I think because I know that I and also my classmates can do wrong, but if I know a person who is a student like me checks my paper. This opinion increase my confidence.*"

Student 4: "*Yes, I think. They increase my performance, but she/he say bad things may be I lost my confidence.*"

Student 6: "*Yes, because I know more things.*"

Student 7: "*Yes. Because while the teacher was looking my writing activities, I feel stressful.*"

Student 8: "*Yes, I do. I learn new knowledge from my friend, so I feel confidence.*"

Student 12: "*Eğer iyi bir dille geri dönüt yapıyorsa arttırır. [If my partner makes a comment in a good way, it increases my confidence.].*"

Student 13: "*Yes, it is increase. Arkadaşlarımla birlikte daha rahat çalışıyorum. [It is more relaxing when I study with my friends.].*"

Student 14: "*Yes. Group work is better than alone work.*"

In addition to the reasons mentioned in the previous paragraph, the excerpts emphasize the importance of the way a peer gives feedback to his/her peer because according to students 4 and 12, good comments make them feel more confident, but bad comments do not.

Despite this, four out of 16 students oppose the idea that giving and receiving feedback from their peers can make them more confident while writing because of two main reasons. The first reason is related to their preference of teacher feedback. Student 9, 10, and 16 illustrate this.

Student 9: "*Maybe yes, maybe no but if I think my personality it's not important. But I prefer my teachers check my article.*"

Student 10: "*Benimkini artırmıyor aksine azaltıyor. Bence öğrenciler derslerindeki problemlerini hocalarıyla tartışmalılar. [Receiving and giving feedback to my classmates does not increase my confidence, but decreases it. I think students should discuss their problems with their teachers in class.].*"

Student 16: "*No, I don't. I'm glad the teacher criticize me about my mistakes. Like this way, I can see my bad sides easily.*"

There may be some reasons for this preference. They may depend on teacher feedback because they consider teachers as the only source of information in class, and their friends' lack of writing skills.

The second reason is related to their personality. Sometimes a student may be shy and so he/she may not want his/her friend(s) to see his/her mistakes in his/her writing because he/she may be ashamed of this and this may increase stress and anxiety. The excerpt of student 5 explains this.

Student 5: "*Ben arkadaşlarımın bana yorum yapmasından daha çok çekinirim aslında. Sizin karşınızda daha rahat oluyorum ve daha özgüvenli davranıyorum. [I feel less comfortable when my friends make comments to me. I am more relaxed with you [the teacher] and behave more self-confidently.].*"

In conclusion, most of the students think that receiving and giving feedback to their classmates may increase their confidence in writing. Some mistakes are common among the students, so they feel less anxious and stressed while writing something in English. In addition, the use of positive language in feedback can motivate the students. On the other hand, the dependence on teachers and characteristics of the students caused some of the students not to support the assumption that receiving and giving feedback to their friends could increase their confidence in writing.

4.1.1.3. Feelings of the Students About Receiving and Giving Feedback to Their Classmates

The third question in the first interview is about whether the students like the activity of receiving and giving feedback to their friends in writing activities. Thirteen out of 16 students state that they like doing this activity in their writing activities. There seem to be some reasons that influence their feelings about the activity in their writing classes. The first of the reasons is that the activity of receiving and giving feedback to their classmates in class makes these students more collaborative. The increase in the collaboration helps them to learn from each other more. To illustrate:

Student 2: *"Yes, I like because if I share my ideas with my classmates and if my classmates share their ideas with me, I learn more."*

Student 4: *"Yes, I like. I development my writing performance."*

Student 6: *"Yes. Because improve my writing skill and I'm more careful."*

Student 9: *"Exactly. I like because I can learn someting to my peer persons and we can understant each us very well."*

Student 11: *"If I give or receive comments with a polite way. Of course I like. It can be helpful for my writing. I think it will develop me."*

It seems that the students consider receiving and giving feedback to their peers as a way to improve their writing in collaboration with their friends. In addition to this, the collaboration

between the students may also create a more relaxed and less stressful atmosphere in class. Student 13 explains it.

> Student 13: *"I like giving and receiving comments to and from your classmates in my writing activities. Because it is relaxed me."*

Also, learning from their friends makes the students' learning permanent and easier according to some students. The examples taken from Students 7 and 12 explain these.

> Student 7: *"Yes, I like. Because, I don't forget to it [the activity]."*

> Student 12: *"Yes, I like. I think this activity is very useful and learn about something easier than old days."*

In spite of the positive comments about receiving and giving feedback to their peers, two out of 16 students do not like doing this activity in their writing classes. Students 5 and 10 explain their reasons as follow:

> Student 5: *"Ben şahsen yorum yapacak kadar gelişmiş olduğumu düşünmüyorum ve benim şahsen hoşuma gitmezdi. [Personally I do not think that I improve my writing skills sufficiently in order to make comments and I do not like it.]."*

> Student 10: *"Kesinlikle hayır. Dediğim gibi öğrenciler bence hocalarıyla çalışmalılar. [Exactly no. As I said, students should study with their teacher.]."*

It is understood from the excerpts that the student's consideration about his/her peer in terms of improving writing skills has an effect on their feelings about the activity of exchanging feedback between peers and on the type of feedback they want to receive.

All in all, most of the students liked using this activity in their writing classes. It made their learning environment less anxious and stressful because it helped the students collaborate with each other more. This collaboration helped them learn more from each other, according to the students. However, the relationship between the students in class may influence the feelings of the students towards peer feedback negatively.

4.1.2. Interview 2

The second interview has four questions. The first, second, and third questions are the same as the questions in the first interview, but there is another question about the students' evaluation of the peer feedback process. Depending on the questions, four categories were formed: writing anxiety, confidence, feelings about the process, and the evaluation of the process by the students. Most of the students responded to the questions in Turkish, so the researcher used the Turkish comments of the students, translated them to English, and showed her translations by using [ ] in the excerpts.

4.1.2.1. Writing Anxiety

According to 11 out of 16 students, receiving and giving feedback to their classmates can decrease their writing anxiety in writing activities while five out of 16 students opposed this idea. What makes the eleven students think so is mainly related to learning from their friends' comments and mistakes because they see there are some common mistakes that their friends and they make while writing, and so it creates a less anxious but more relaxed learning environment for them. This learning environment makes their learning more permanent according to these students. Here are some of the comments that the students made to support these explanations:

Student 5: *"Evet azalttığını düşünüyorum birbirimizden öğrendiğimiz bilgiler daha kalıcı oluyor. [Yes, I think it reduces. The things that we learn from each other become more permanent.]."*

Student 7: *"Arkadaşlarla aynı hataları yaptığımı görünce çok büyük sorun olmadığını düşünüyorum. [When I see my friends and I make the same mistakes, I understand that there is not a big problem.]."*

Student 8: *"Evet düşünüyorum. Böylelikle ilk olarak hatalarımı arkadaşlarımla görüp bir daha yapmama adına güzel bir uygulama. Ayrıca daha iyi yazma adına arkadaşımın writingini okumam iyi bir aktivite. Farklı açılardan konuya yaklaşmamı sağlıyor. [Yes, I think. In this way, it is a good activity in order not to make the same mistakes again when I find my mistakes with my friends first. In order to write better, it is a good activity to read my friends' writing. It helps me approach the topic in different aspects.]."*

Student 10: *"Evet düşünüyorum çünkü arkadaşımın söylediği şeyleri unutmuyorum. Böyle eğlenceli oluyor. [Yes, I think because I do not forget what my friend says. It is enjoyable in this way.]."*

As the statements of the students show, they learn from each other and this learning occurs in the form of error correction. When the students check their friends' writings, they give and receive feedback, so they correct their writings according to their friends' feedback. What is more, this error correction process makes writing less anxious and stressful for the students. The followings statements from the students point to this:

Student 8: *"Evet düşünüyorum. Böylelikle ilk olarak hatalarımı arkadaşlarımla görüp bir daha yapmama adına güzel bir uygulama. Ayrıca daha iyi yazma adına arkadaşımın writingini okumam iyi bir aktivite. Farklı açılardan konuya yaklaşmamı sağlıyor. [Yes, I think. In this way, it is a good activity in order not to make the same mistakes again when I find my mistakes with my friends first. In order to write better, it is a good activity to read my friends' writing. It helps me to approach the topic in different aspects.]."*

Student 9: *"Evet düşünüyorum çünkü onlarında benim gibi kusursuz olmadığını bilmek bana moral veriyor. Aynı zamanda yanlışlarımı düzeltmem konusunda bana yardımcı oluyorlar. [Yes, I think because it motivates me when I know that they make mistakes like me. At the same time, they help me correct my mistakes.]."*

Also, one student states peer feedback stops her prejudice toward writing because it improves her confidence, so she forms positive attitudes toward writing. It is understood from the excerpt of student 1.

Student 1: *"İlk değerlendirmeleri öğretmenimizden almak yerine arkadaşlarımızdan almak biraz daha writinge olan önyargımızı azaltıp, güvenimizi artırdı. Gözden kaçan küçük hataların önce arkadaşımız tarafından değerlendirilmesi olumlu yaklaşımlar oluşturdu. [Instead of receiving the first feedback from our teacher, we receive the first feedback from our friends. This reduces our prejudice toward writing and*

increases our confidence. Our friends evaluate our small mistakes that we can not find and this helps us form good attitudes.]."

Although most of the students support the idea that peer feedback reduces their writing anxiety, five out of 16 students disagree with this idea. Some of these students claim that they dislike the comments of others about themselves and are afraid of learning something wrong because their friends do not know a lot. Also, they think that everybody should check their own writings by themselves. To illustrate:

Student 4: *"Kesinlikle düşünmüyorum. Fakat herkesin kendi writinglerininin kendilerinin kontrol etmesinden yanayım. [I definitely do not agree. But I am in favor of everybody's checking their own writings by themselves.]."*

Student 6: *"Hayır, düşünmüyorum, birilerinin benim hakkımda yorum yapması hoşuma gitmez bana yarar sağlamaz. [No, I do not agree. I do not like someone making comments about me and it is not beneficial for me.]."*

Student 12: *"Hayır, düşünmüyorum çünkü çoğu zaman yanlış feedback veya eksik feedback veriliyor ve yanlış öğrenmekten çekiniyorum. [No, I do not think because wrong or missing feedback is generally given and I am concerned about learning something wrong.]."*

In addition, the students want their teacher to give feedback instead of their friends. Though student 14 agrees with the idea that peer feedback leads to reduction in writing anxiety, he prefers taking feedback from his teacher.

Student 14: *"Sometimes it reduce my writing [anxiety], but I prefer to receive comments from a teacher."*

To conclude, most of the students believe peer feedback reduces writing anxiety. The analysis of writing anxiety in interview 1 shows that the students understand that they make some similar mistakes, so they are not afraid of showing their writings to their peers. In addition to this analysis, the findings of interview 2 indicate that this learning occurs in the form of error correction, and it makes learning more permanent. In both analyses, the students

claim that this type of learning makes the classroom less anxious and more enjoyable. On the other hand, some students mentioned that they disliked the comments of their friends, and that their friends did not know a lot, so they did not want to learn something wrong, which are similar to the reasons mentioned in the analysis of writing anxiety in interview 1.

4.1.2.2. Confidence

While five out of 16 students opposed the idea that peer feedback increases confidence in writing, the rest support the idea. According to the eleven students, their friends are like them in terms of their English proficiency, so when the students give feedback to their friends, their feedback is understandable, and this forms the feeling that everybody makes similar mistakes and nobody is better than anyone else in terms of writing skills. Also, peer feedback creates positive interactions between peers. Therefore, this makes the learning environment in writing classes more relaxed and less anxious according to these students. The following statements support these assumptions.

> Student 1: "*Evet öncelikle arkadaşlarımızdan feedback almak endişemizi azalttığı için özgüvenimizi arttırdı. Aynı zamanda feedback vereceğimiz arkadaşımızın da hatalarını ilk biz görüp düzelteceğimiz için karşılıklı olumlu etkileşimler oldu. [Yes, first of all receiving feedback from our peers reduces our anxiety and so increases our confidence. At the same time, as we are going to give feedback to our friends, positive interactions occur.]."*

> Student 2: "*Sınıf arkadaşlarım fazla bilgi birikimine sahip olmadığı için daha rahat ve kendime daha çok güvenebiliyorum… [Since my classmates do not know a lot, I am more comfortable and can believe in myself more.]."*

> Student 8: "*Arttırıyor çünkü öncelikle writingin arkadaşımız tarafından okunması seviye olarak yakın olduğumuz insanlar olduğu için yaklaşımları ya da uyarıları daha iyi algılamamızı sağlıyor. [It increases [confidence] because when our friend checks our writing this enables us to understand his/her approaches or warnings better as they are like us in terms of our language proficiency.]."*

Student 10: *"Evet, artıyor. Arkadaşımdan daha iyi yazdığım zamanlarda daha çok artıyor. [Yes, it [confidence] increases. It increases more at times when I write better than my friend does.]."*

Though the idea mentioned in this section is unsupported by five students, only two of them wrote a reason for their answers. Student 6 mentions he is afraid of making a lot of mistakes and not being able to find mistakes while student 15 claims he learns less when he is given peer feedback, as understood from these students' comments.

Student 6: *"Hayır, azaltıyor. Çünkü yanlışları bulamadığımı ve çok yanlış yapacağımı düşünüyorum. [No, it is reduced because I think I can not find mistakes and I make a lot of mistakes.]."*

Student 15: *"Hayır. Özgüvenle alakalı değil bu konu. Tamamen daha az öğreniyoruz. [No. It is not related to self-confidence. We completely learn less.]."*

In short, most of the students agree that peer feedback may increase their confidence in their writing classes. They mentioned that everybody made similar mistakes, so they understood that no one was better than another one in writing. This makes writing less anxious and stressful for the students. These reasons are similar to the ones mentioned in the analysis of confidence in interview 1. What is different from the findings of interview 1 is that the students state their friends' feedback is understandable because of their similar levels of English proficiency and peer feedback helps them interact with each other in a positive way. On the other hand, characteristics and dependence on teacher affect the students' thoughts about peer feedback in a negative way like the reasons for not supporting peer feedback in interview 1.

4.1.2.3. The Feelings of the Students About Peer Feedback

There are four students who dislike receiving and giving feedback to their classmates in their writing classes and one student who is indecisive about this question, but the rest like doing this activity in their writing classes. According to the ones who like peer feedback in writing classes, peer feedback enables them to learn different perspectives from their friends and develop their own ideas better. These perspectives include their friends' comments about their writings and their friends' ideas that their friends use in their own writings. Through

these perspectives, they believe they improve their writings. The following statements from the students 1, 8, and 13 prove this belief.

Student 1: *"Evet böylelikle farklı yalaşımları, yorumları görüyoruz. Bu bakış açımızı da genişletti. Arkadaşlamın yazdıklarını görmeyi seviyorum. [Yes, we see different perspectives and comments in this way. This expands our perspective. I like seeing my friend's writings.]."*

Student 8: *"Evet, seviyorum. Böylelikle farklı pencerelerden bakabilmeyi ve daha iyi yazmayı öğrenebileceğimi ve öğrendiğimi düşünüyorum. [Yes, I like. So I think I can learn to look at any topic from different perspectives and write better and I learned it.]."*

Student 13: *"Evet seviyorum. Arkadaşlarla düşüncelerimi paylaşmak ufkumu genişletiyor. [Yes, I like. Sharing my ideas with my friends expands my horizions.]."*

Aside from this reason, some students mention they like doing this activity in their writing classes, but this depends on their partners. This shows that the relationship between the students may affect their attitudes toward the use of peer feedback in their writing classes. To illustrate:

Student 11: *"Evet. Ama istediğim insanlarla olursa seviyorum. Hem eğleniyor ve hem de birbirimizden yeni şeyler öğreniyoruz. [Yes. But I like it if I study with whomever I want to study. We both enjoy and learn new things from each other.]."*

Student 14: *"Who gives or receives comments to and from me? My answer changes with this question's answer."*

In addition to this, a person's personality can have an effect on the students' feelings and attitudes toward peer feedback in their writing classes. The statement of the student 15 supports this claim.

Student 15: *"Feedback vermek bazen güzel olabiliyor ama almak konusunda aynı görüşte değilim. [Giving feedback may sometimes be good, but I do not think the same thing for receiving feedback.]."*

On the other hand, four students do not like peer feedback in writing classes. Two of them prefer teacher feedback to peer feedback because they think it is more useful. The other two think that peer feedback is a boring activity and it is not objective in evaluation. The following sentences from the students 2, 4, 6, and 7 emphasize this.

Student 2: *"Sevmiyorum. Çok sıkıcı. Arkadaşımın writingini değerlendirirken objektif olamıyorum. [I do not like. It is very boring. I cannot be objective while evaluating my friend's writing.]."*

Student 4: *"Hayır sevmiyorum. Çünkü writinglerimizi öğretmenlerimiz kontrol edince daha yararlı olduğunu düşünüyorum. [No, I do not like. Because when our teachers check our writings, I think it is more useful.]."*

Student 6: *"Hayır. Faydası olmadığını düşünüyorum. Arkadaştan almaktansa sizden almak daha mantıklı. [No. I think it is not beneficial. It is more reasonable to receive [feedback] from you [the researcher] instead of my friends.]."*

Student 7: *Sevmiyorum çok sıkıcı. [I do not like it. It is very boring.]*

Furthermore, peer feedback requires the students take the responsibility of their own learning process in their writing classes, which is why it influences the students' feelings about peer feedback.

Student 12: *"Açıkçası sorumluluk duygusuyla yapılan işlere karşı duygu beslemiyorum. [In fact, I have no feelings about things that require responsibility.]."*

Though some students think peer feedback is boring, some students think it is enjoyable and educational. But having the necessary skills to give feedback in writing may make peer feedback boring or enjoyable as it is understood from the statement below.

Student 9: *"Bazen seviyorum, bazende sevmiyorum. Seviyorum çünkü, öğretici oluyor ve eğlenceli bazen. Sevmiyorum, çünkü bazen de sıkabiliyo ve kendimi yeterli kadar donanımlı hissetmiyorum. [I sometimes like and dislike it. I like it because it is educational and sometimes enjoyable. I do not like it because it sometimes boring and I do not think I have the necessary skills [to do it].]."*

In brief, most of the students liked using the peer feedback activity in writing classes. According to them, it helps them to learn different perspectives for different topics from their friends' comments and writings. Also, the relation between peers has an effect on the students' feelings because if it is a positive one, peers can like the activity. These two reasons are different from the reasons mentioned in interview 1. However, the dependence on teacher's feedback, subjective feedback, lack of writing skills, and taking responsibility have a negative impact on the feelings of the students regarding peer feedback, while according to the findings of interview 1 the relationship between peers can negatively affect their feelings.

4.1.2.4. The Evaluation of Peer Feedback by the Students

Most of the students (11 out of 16 students) believe that peer feedback is an educational activity. According to them, it enables them to improve their self-awareness and learn from the mistakes that their friends make in their writings. They use what they learn from their mistakes in writing to check and correct their own writings. Therefore, they claim that they can self-assess their own writings, find and correct mistakes in their own writings, and so their writings can be improved. The following quotations reveal these finding:

Student 1: *"Arkadaşımıza feedback yaparken aynı zamanda kendi yapabileceğimiz hataları gördük. Kendimizi öğretmen veya eleştirmen gözüyle değerlendirebildik. [When we gave feedback to our friends, we can see the mistakes that we can make. We can evaluate ourselves with the same eye as a teacher.]."*

Student 5: *"Aynı hataları başkalarında da görünce genellikle aynı hatayı yapmıyorum. [When I see common mistakes in others' [writings], I do not generally make the same mistakes.]."*

Student 13: *"Evet, başkalarının hatalarında oluşturduğum dikkati kendi yazdıklarıma uyguladığımda daha iyi sonuçlar alabiliyorum. [Yes, when I use the concentration that*

I have formed [by checking others' mistakes] in my writings, I can have better results.]."

In addition to learning new things from peers and seeing an improvement in writing, peer feedback can form positive interactions between the students. This makes learning more collaborative and helps the students share their ideas with their friends in a supportive and educational environment. To illustrate:

Student 3: *"It's good questions! I like my classmates. When I'm giving comments to and from classmates. You can learn more information and learn Turkish language."*

Student 9: *"Öğretici ve eğlenceliydi ama bazende sıkıcıydı. [It was educational and enjoyable, but it was boring sometimes.]."*

Student 11: *"Bence güzel ve değişik bir aktivite. Arkadaşlarla birbirimizin fikirlerini ve bilgilerimizi paylaştığımız için yeni şeyler öğreniyoruz. [For me it is a good and different activity. We learn new things since we share our ideas and knowledge with our friends.]."*

Peer feedback is a continuous process in which the students check their peers' writings, make comments about them, and make changes in their own writings according to their friends' comments. It provides the students with continuous feedback about their writing, so they can improve their writing, as it is understood from the following statement.

Student 10: *"Feedbackler sayesinde writing gelişti ve artık daha az yanlış yapıyorum. Daha anlamlı ve güzel cümleler kuruyorum. Özellikle tekrar tekrar verilen feedbackler sayesinde paragrafım tamamen doğru oluyor. [[My] writing was improved via feedback and now I make less mistakes. I form more meaningful and good sentences. Particularly, my paragraph does not have any mistakes owing to the feedback given again and again.]."*

In spite of the positive comments about the peer feedback process, there are some negative comments about the process. The main criticism about peer feedback is that it is ineffective because time is not sufficient, and the peer feedback process is interrupted

sometimes. It does not help the students to learn something new. Consequently, the students who support this criticism want their teacher to give feedback to them about their writing. The following excerpts illustrate this:

> Student 4: "*Benim için berbat bir deneyimdi. Bana kattığı hiçbir şey yoktu... [It was a bad experience for me. It did not add anything new to me [in terms of learning].].*"

> Student 12: "*Biraz bölük börçük bir süreçti ve gereksiz gördüğüm bir süreçti çünkü hocamızın değerlendirmesi kadar verimli olmuyordu. Sürekli hoca değerlendirmesini tercih ederim açıkçası. [It is not a completed process [it is interrupted] to some extent and for me it was an unnecessary process because it was not as effective as our teacher's evaluation was. I prefer continuous teacher evaluation.].*"

> Student 15: "*Belki daha özenli yapabilseydik daha güzel olabilirdi. Ancak bu kadar kısa sürede ancak böyle oluyor. Çok kötü olmamakla birlikte, bu işi öğretmenlerle yapmayı tercih ediyorum. [Maybe if we had paid more attention to [this], it would have been better. But it resulted like this in such a very short time. Though it is not very bad, I prefer doing this with a teacher.].*"

To summarize, most of the students think that peer feedback is an educational, supportive, collaborative, and relaxing classroom activity. They improve their self-awareness and self-assessment skills by receiving and giving feedback to their friends. Peer feedback provides continuous feedback to the students, which results in improvement in writing according to the students. In addition, it makes the interaction between the students positive. However, dependence on teacher feedback creates a negative attitude among some students. They also mentioned that they could not learn something new from each other and time constraints made peer feedback ineffective.

4.1.3. The Narrative Analysis of the Teacher's Diary

From the beginning of the study to the end, the researcher kept a journal in which she wrote down her observations about the application of peer feedback, the effect of it on students' anxiety level and their perceptions, the drawbacks she faced, and the positive outcomes of the study. In this section of the findings, all these observations are mentioned.

In the first week of writing class, after the researcher met the students, she had a conversation with them on what they thought about writing lessons and how they felt in writing classes. The researcher found out that most students had negative thoughts about writing because the productive skills, which are speaking and writing were not practiced. Even when writing was practiced, their writing was full of red marks that created a fear of the red pen among students. Therefore, students were afraid of making mistakes and applying the rules of language in writing even though they already knew them, and they felt anxious in classes that required production. It is important to note that since the study is on writing the researcher did not include speaking.

Since the aim of the researcher was to see the effect of peer feedback on students' anxiety level and their perceptions toward it, she wanted to introduce a new type of feedback, which was an alternative to teacher feedback. Almost all students were unfamiliar with peer feedback, so not all but some of them had biases when the researcher first mentioned peer feedback. Hence, the researcher decided to dig down deeper to learn why the students had negative opinions toward peer feedback.

Nearly all students came from an education system that was teacher centered. This means that these students always saw their teachers as the only source of knowledge. Because of that they would not trust the feedback they would get from their peers and also they thought that they were not qualified enough to give feedback to their friends, so they would prefer teacher feedback to peer feedback. In addition, some students said that they would avoid giving feedback to their friends because they might upset their peers if they showed their mistakes to them. Another reason why the students were against the idea of peer feedback at first was that they did not know how to give feedback because they had not practiced it before.

After the researcher understood the students' concerns, she gave a two-week peer feedback training program that is explained in chapter 3 to remove those concerns (see 3.6.1 in chapter 3). During and after the training program, students were asked to give feedback for their partner's paper. In each feedback session, students' pairs were changed so that they could utilize different points of view. During these sessions, among the researcher's observations there were some positive aspects she witnessed.

One of the positive outcomes the researcher saw was that the collaboration happened among students. The students who were used to depending on the teacher in language learning started to ask for help from their partners before asking the teacher, which turned the class into a student centered classroom, the teacher became a guider. This also created a

friendly learning atmosphere and also decreased the workload of the teacher in giving feedback because the students revised their paragraphs regarding the feedback they received from their peers. Another thing the teacher observed was that students saw their strengths and weaknesses while giving feedback to their partners. The students who had some weaknesses in some writing skills such as organization, language use, and so on, learned how to correct their mistakes by reading their partners' writing. With this, students started to trust their peers' comments and knowledge. Also, students developed critical and analytical thinking abilities by giving feedback to their peer's paper and responding to feedback they were given. By giving and receiving peer feedback, students not only improved their writing skill and decreased the apprehension they felt in writing, they also improved their reading and speaking skills and decreased the apprehension they felt in speaking. The reason was that, each time they read their pair's writing they also read and tried to understand the writing. Also, the conferences held between the student writer and student reader enabled them to discuss for clarification about their peers comments and defend their paragraphs. This gave them more chances to speak in a stress-free zone.

In spite of all these positive outcomes, the teacher also observed that no matter how much the students practiced peer feedback and how their perceptions changed toward peer feedback the students wanted to get feedback from the teacher at the end of the week.

4.2. The Effect of Peer Feedback on the Students' Writing Anxiety Levels

The second research question was aimed at finding out what the effect of peer feedback was on the students' writing anxiety levels. To answer the question, first of all, the mean scores of the students after the pre-test were given and categorized as high, moderate, and low level of writing anxiety in Table 1. Second, the mean scores of the three sub-scales (cognitive, somatic, and avoidance anxieties) were indicated in Figure 1. The items in each sub-scale in the pre-test were analyzed by using frequencies and percentages. Third, the mean scores of the students after the post-test were indicated and leveled as high, moderate, and low in Table 5. Forth, the means of the three sub-scales in the pre-test and post-test were compared in Figure 2. The items in each sub-scale were analyzed by using frequencies and percentages in the post-test. Finally, the result of paired samples t-test was shown in Table 6 and analyzed.

Table 1. The mean scores categorized as high, moderate and low in the pre-test

	Number	Minimum	Maximum	Mean
Total	16	55	89	70.5625
High anxiety	12	65	89	74.0833
Moderate anxiety	4	55	63	60
Low anxiety	0	0	0	0

There are 22 items in the SLWAI. The lowest score is 22 and the highest score is 100. As Cheng (2004) states, if a student has a high level of writing anxiety, the mean score of him/her is higher than 65, but if the mean score is lower than 50, he/she is considered to have a low level of anxiety, and if the mean score is between 50 and 65, he/she is thought to have a moderate level of anxiety. Table 1 shows that 12 out of 16 students have the mean score 74.0833 which is higher than 65 and are believed to have high writing anxiety, while four out of 16 students have a moderate level of writing anxiety (M=60, <65). According to Cheng, if the mean of a group's total score is higher than 65, that group is thought to have high anxiety in writing. Therefore, the students who joined the research have high anxiety in their writing classes (M=70.5625, > 65).
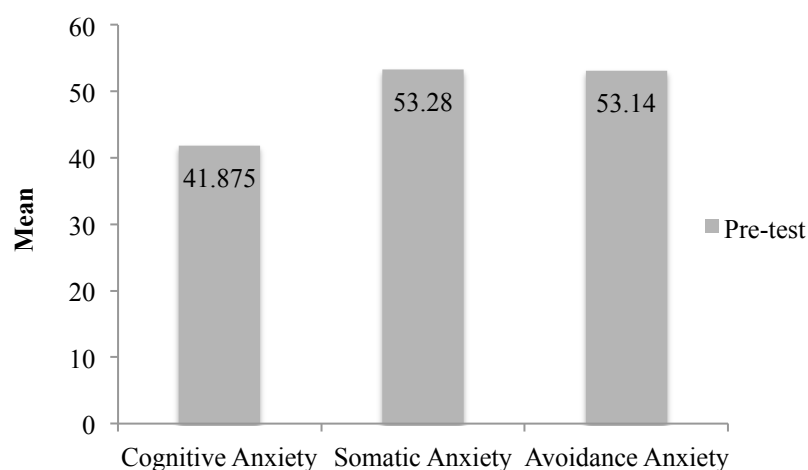
Figure 1. The graph of the mean scores of the three sub-scales of the SLWAI in the pre-test

Cheng (2004) states that the SLWAI has three sub-scales. They are cognitive anxiety, somatic anxiety, and avoidance anxiety. As it is understood from Figure 1, somatic anxiety is the common type among the students, and is followed by avoidance anxiety, and cognitive anxiety respectively.

Table 2 shows that 12.5% and 37.5% of the students feel nervous while writing in English in item 1. Item 3 indicates that more than half of the students (f=12, 75%) are worried when they know that their writings are going to be evaluated. According to the result of item 7, 56.3% of the students do not worry when their compositions in English are a lot worse than others. Most of the students are worried about getting a poor grade for their writings in English (f=9, 56.3%). The descriptive analysis of item 14 indicates that while five out of 16 students are afraid of other students' laughing at their writings, 10 out of 16 students are not afraid of this. In item 17, 69% of the students pay attention to other people's thoughts about their writings. The result of item 20 shows that 43.8% of the 16 students are afraid of their English composition used as a sample for discussion in class, but 50.1% are not afraid. Most of the students are afraid and worried that their English compositions would be considered poor (f=11, 68.8%) in item 21.

Table 2. The frequencies and percentages of the items in cognitive anxiety in the pre-test

Item Number	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
1	2	12.5	6	37.5	2	12.5	4	25	2	12.5
3	0	0	3	18.8	1	6.3	8	50	4	25
7	1	6.3	3	18.8	3	18.8	6	37.5	3	18.8
9	0	0	2	12.5	5	31.5	6	37.5	3	18.8
14	8	50	2	12.5	1	6.3	0	0	5	31.3
17	5	31.5	6	37.5	3	18.8	0	0	2	12.5
20	1	6.3	7	43.8	1	6.3	3	18.8	4	25
21	5	31.3	6	37.5	1	6.3	2	12.5	2	12.5

As it is understood from Table 3, most of the students feel their heart pounding when there is a time limit to write an English composition (f=11, 68.8%) in item 2. The result of item 6 indicates that 68.8% of the students often do not have any idea how to write when they start to work on an English composition. According to the result of item 8, when there is a time pressure to write English compositions, six out of 16 students shiver or sweat, but six out of 16 students do not do so. In item 11, 37.5% of the students do not think that their thoughts are confusing when they write English compositions under time constraint while 25.1% think

they are confused in this situation. Half of the students (50.1%) often feel fear when they write English compositions under time constraint in item 13. Though 43 %of the students do not freeze up when they are asked to write English compositions unexpectedly, 31.3% freeze up in item 15. The result of item 19 points out that the whole bodies of half of the students (f=8) are rigid and tense when they write English compositions, but the bodies of the rest (f=8) are not.

Table 3. The frequencies and percentages of the items in somatic anxiety in the pre-test

Item Number	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
2	0	0	3	18.8	2	12.5	6	37.5	5	31.3
6	1	6.3	3	18.8	1	6.3	5	31.3	6	37.5
8	1	6.3	5	31.3	4	25	2	12.5	4	25
11	0	0	6	37.5	6	37.5	3	18.8	1	6.3
13	0	0	5	31.3	3	18.8	5	31.3	3	18.8
15	1	6.3	6	37.5	4	25	1	6.3	4	25
19	1	6.3	7	43.8	0	0	4	25	4	25

As Table 4 indicates, seven out of 16 students claim they often choose to write down their thoughts in English although six students oppose to item 4. Most of the students (68.8%) usually do their best to avoid writing English compositions in item 5. Half of the students do not do their best to avoid situations in which they have to write English while 37.6% do their best in this situation in item 10. According to the result of item 12, 37.6% of the students would not use English to write compositions if they have another choice, but 25.1% would use English to write composition. The result of item 16 points out that half of the students (50%) would try to excuse themselves if they are asked to write English compositions. Half of the students (50%) would neither seek nor avoid seeking every chance to write English compositions outside the class, 12.5% would not seek, and 37.5% would seek in item 18. Eight out of 16 students would use English to write compositions whenever possible even though 31.3% would not use English to write compositions in item 22.

Table 4. The frequencies and percentages of the items in avoidance anxiety in the pre-test

Item Number	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
4	1	6.3	5	31.3	3	18.8	4	25	3	18.8
5	2	12.5	3	18.8	0	0	3	18.8	8	50
10	0	0	8	50	2	12.5	3	18.8	3	18.8
12	1	6.3	3	18.8	6	37.5	3	18.8	3	18.8
16	0	0	6	37.5	2	12.5	4	25	4	25
18	0	0	2	12.5	8	50	4	25	2	12.5
22	1	6.3	4	25	3	18.8	6	37.5	2	12.5

As it is seen from Table 5, seven out of 16 students are less anxious while writing in English because their mean score (M= 47.7142) is lower than 50. Also, six students have moderate writing anxiety as their mean score is 59.16666 and is between 50 and 65 and only three students have high anxiety in writing (M=76, >65). The total mean score of the students is 57.3125 and is lower than 65, so the students have lower anxiety while writing in English.

Table 5. The mean scores categorized as high, moderate and low in the post-test

	Number	Minimum	Maximum	Mean
Total	16	45	93	57.3125
High anxiety	3	67	93	76
Moderate anxiety	6	56	62	59.1666
Low anxiety	7	45	54	47.7142

In Figure 2, the mean scores of the students in three levels of writing anxiety in the pre-test and post-test are given and compared. Figure 2 shows that there is a decrease in the three levels of anxiety between two tests. The students have the highest mean scores in avoidance anxiety, and avoidance anxiety is followed somatic anxiety and cognitive anxiety.
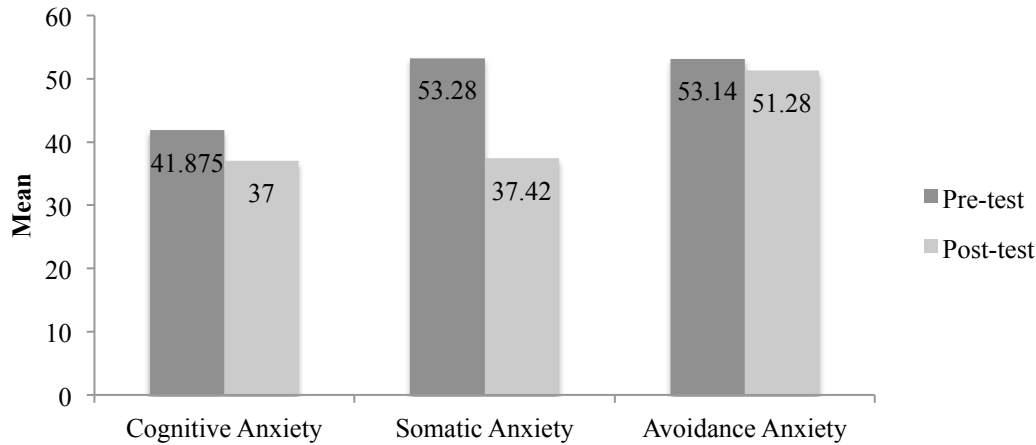
Figure 2. The graph of the comparison of the mean scores of the three sub-scales of the SLWAI in the pre-test and post-test

Table 6 shows that 31.3% and 25% of the students feel nervous while writing in English in item 1. According to the result of item 3, more than half of the students (f=10, 62.5%) are not worried when they know that their writings are going to be evaluated, but 31.3% are worried. In item 7, 68.8% of the students do not worry when their compositions in English are a lot worse than others. Some of the students are worried about getting a poor grade for their writings in English (f=6, 37.6%), but 31.3% are not worried about that according to the result of item 9. The result of item 14 indicates that 93.8% of the students are not afraid of other students' laughing at their writings. In item 17, 68.8% of the students pay attention to other people's thoughts about their writings. According to the results of item 20, 68.8% of the 16 students are not afraid of their English composition being used as a sample for discussion in class, but 18.8% are afraid. Most of the students are afraid and worried that their English compositions would be considered poor (f=10, 62.5%) in item 21.

Table 6. The frequencies and percentages of the items in cognitive anxiety in the post-test

Item Number	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
1	5	31.3	4	25	4	25	3	18.8	0	0
3	4	25	6	37.5	1	6.3	4	25	1	6.3
7	5	31.3	6	37.5	0	0	3	18.8	2	12.5
9	1	6.3	4	25	5	31.3	5	31.3	1	6.3
14	8	50	7	43.8	0	0	0	0	1	6.3
17	7	43.8	4	25	1	6.3	4	25	0	0
20	7	43.8	4	25	2	12.5	1	6.3	2	12.5
21	6	37.5	4	25	3	18.8	3	18.8	0	0

Table 7 indicates that nearly half of the students do not feel their heart pounding when there is a time limit to write an English composition (f=7, 43.8%) in item 2. More than half of the students often have some ideas to write when they start to work on an English composition (68.8%) in item 6. When there is a time pressure to write English compositions, 12 out of 16 students do not shiver or sweat, but two out of 16 students do so in item 8. According to the result of item 11, 50.1% of the students do not think that their thoughts are confused when they write English compositions under time constraint, while 43.8% think they are confused in this situation. Half of the students (50.1%) often do not feel fear when they write English compositions under time constraint in item 13. Though 12.6% of the students freeze up when they are asked to write English compositions unexpectedly, 75% do not freeze up in item 15. The whole bodies of almost all of the students (f=15) are not rigid and tense when they write English compositions in item 19.

Table 7. The frequencies and percentages of the items in somatic anxiety in the post-test

Item Number	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	F	%	f	%
2	1	6.3	6	37.5	4	25	4	25	1	6.3
6	3	18.8	8	50	3	18.8	1	6.3	1	6.3
8	4	25	8	50	2	12.5	2	12.5	0	0
11	3	18.8	5	31.3	1	6.3	6	37.5	1	6.3
13	3	18.8	5	31.3	4	25	3	18.8	1	6.3
15	6	37.5	6	37.5	2	12.5	1	6.3	1	6.3
19	8	50	7	43.8	1	6.3	0	0	0	0

As it is seen in Table 8, 10 out of 16 students (62.5%) claim they often choose to write down their thoughts in English in item 4. According to the result of item 5, most of the students (62.5%) usually do their best to avoid writing English compositions while 18.8% do not do so. More than half the students (68.8%) do not do their best to avoid situations in which they have to write English while 18.8% do their best in this situation in item 10. The result of item 12 is that 56.3 percent of students would not use English to write compositions if they have another choice, but 30.3% would use English to write composition. More than half of the students (56.3%) would not try to excuse themselves if they are asked to write English compositions in item 16. As the result of item 18 shows, 81% of the students would seek every chance to write English compositions outside the class, but 18.8% would neither seek nor avoid seeking it. In item 22, 10 out of 16 students (62.6%) would use English to write compositions whenever possible even though only one student would not use English to write compositions.

Table 8. The frequencies and percentages of the items in avoidance anxiety in the post-test

Item Number	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	F	%	f	%
4	0	0	2	12.5	4	25	8	50	2	12.5
5	2	12.5	8	50	3	18.8	1	6.3	2	12.5
10	3	18.8	8	50	2	12.5	2	12.5	1	6.3
12	2	12.5	3	18.8	2	12.5	5	31.3	4	25
16	2	12.5	7	43.8	2	12.5	4	25	1	6.3
18	0	0	0	0	3	18.8	9	56.3	4	25
22	0	0	1	6.3	5	31.3	7	43.8	3	18.8

As Table 9 shows, the mean score of the students before the treatment was 70.5625 and the mean score of them after the treatment was 57.3125. Since the mean score before the treatment was higher than the mean score after the treatment, it shows that the students were more anxious at the beginning of the research project than they were at the end.

Table 9. Paired Samples t-test Analysis of Pre-test and Post-test Writing Anxiety

The Kind of The Test	N	Mean	Std. Deviation	T	p
Pre-test	16	70.5625	10.16510	2.757	0.015*
Post-test	16	57.3125	12.19136		

*p<0.05

It is shown in Table 9 that the difference between the means score of the pre-test and post-test of writing anxiety is significant at the .05 level (p<0.05). This indicates that there was an apparent statistical difference between the students in terms of their writing anxiety levels before and after the peer feedback treatment.

CHAPTER 5

5. DISCUSSION AND CONCLUSION

In this chapter, first the findings of the study are discussed in detail and compared with the results of the studies mentioned in the literature review. Second, the whole study is summarized. Then the limitations of the study and implications for further studies are mentioned.

5.1. Discussion

This part of the discussion is organized according to the research questions. It first focuses on the perceptions of the students toward peer feedback in their writing classes. Then, it concentrates on the effect of peer feedback on the students' writing anxiety levels in their writing classes.

5.1.1. The Perceptions of the Students' towards Peer Feedback

According to the narrative analysis of the teacher diary, the students who participated in the research were very anxious in their writing classes because they were afraid of making mistakes, which is one of the reasons why writing anxiety needs to be taken seriously, as indicated by Hassan (2001), Kara (2013), and Daly and Miller (1975). According to Zhang (1995), Leki (1990), Nelson and McMurphy (1993), students see teachers as reliable source of information, so they prefer teacher feedback in writing classes. Also, Leki (1990), Nelson and McMurphy (1993) mentioned that students might think that their peer's comments are not valid as they are not the native speakers of English. These two issues are two of the reasons why some of the students were not in favor of using peer feedback in writing classes. In addition to these two reasons, not wanting to upset their friends and not being objective may also negatively affect students regarding peer feedback.

The reasons that the teacher diary mentions as to why some students were not in favor of using peer feedback in their writing classes are the same as those mentioned in the content analysis of the two interviews. The issues made students think that peer feedback is not effective and valid as some other researchers including Leki (1990), Nelson and McMurphy (1993), Mangelsdorf (1992), Zhang (1995), and Saito (1994) stated in their studies about peer feedback. Therefore, they thought it could not reduce writing anxiety and increase confidence in writing classes. In addition to these issues, the relationship between the students and the students' personalities also affected their perceptions toward peer feedback negatively.

In spite of them, peer feedback can affect the students in their writing classes in a positive way as Tudor (1996), Topping (2000), Şimşek (1993), Damon and Phelps (1989) stated. It requires the students to check their friends' writings and give feedback to them. Then they are required to receive feedback from their friends and correct their writings according to their friends' feedback. It helps them understand that there are some common mistakes and everybody can make mistakes as it is mentioned in Tudor (1996). It also helps them learn from each other's mistakes permanently, which makes their learning more impacting. According to Olsen and Kagan (1992), Nystrand and Brandth (1989), Saito and Fujita (2004), and Damon and Phelps (1989), peer feedback makes students more collaborative while giving and receiving feedback, which is what the findings of the present study shows. As Topping (2000), and Damon and Phelps (1989) stressed, this collaboration creates positive interaction between the students. Leki (1990), Nystrand and Brandt (1989), and Kurt and Atay (2007) emphasized that peer feedback lessens the writing anxiety of students and increases their confidence in writing. In relation to their findings, the present study shows that all the positive things about peer feedback makes the learning environment less anxious and stressful for the students, which results in an increase in their confidence. As a result, the students like the use of peer feedback in their writing classes as Kastra (1987) stated that the students who joined another study developed a positive stance toward peer feedback in writing. The findings of the content analysis of the two interviews are also confirmed the observations of the researcher.

In addition to positive effects of peer feedback, most of the students considered peer feedback as educational and supportive. According to students, they improved their writings. This is in line with the findings of Berg (1999), Kurt and Atay (2007), Villamil and De Guerrero (1996), Kastra (1987), and Zeng, (2006), who pointed out that peer feedback makes the learning environment less anxious and stressful. They interact with each other, try to help their friends find out with their mistakes and help them correct their mistakes in a non-judgmental environment. This results in an increase in their self-assessment and self-awareness skills according to Zeng (2006) and Grabe and Kaplan (1996). As Edge (1989) and Makino (1993) mentioned about self-feedback, they realize some of their mistakes and correct them by themselves because they learn the types of mistakes that they and their friends make in writing while giving feedback to each other.

Consequently, peer feedback creates a classroom atmosphere in which students can feel less nervous and stressful while writing. The classroom atmosphere requires students to co-operate and collaborate with each other in giving and receiving feedback, which enables

them to learn from each other as it is mentioned in Tudor (1996), Topping (2000), Bartel (2003), Zeng (2006), Nystrand and Brandt (1989), Grabe and Kaplan (1996), and Rollinson (2005). It is educative and supportive. Therefore, the students' perceptions towards peer feedback in their writing classes are positive like the students in the study of Kastra (1987).

5.1.2. The Effect of Peer Feedback on the Students' Writing Anxiety Levels

At the beginning of the study, the students had high writing anxiety in their writing classes. They had the highest anxiety level in somatic anxiety, and somatic anxiety was followed by avoidance and cognitive anxieties. In somatic anxiety, they mentioned that they might show some physical reactions including freezing up, not being able to produce any idea, shivering and sweating when they had to write in English under time constraints, which made them feel fear, tense, and rigid. Therefore, it shows that writing in English under time limits affected the students negatively. In addition, Hassan (2001), Daly and Miller (1975), Cheng (2002), and Martin (2007) stated that if students are anxious in writing, they do not want to use English to write. Similarly, it is understood from the students' responses that they tried to avoid using and writing in English when they felt anxious. Hassan (2001) stated that getting a poor grade, and the evaluation and assessment of students' writings make students feel nervous. According to Hassan (2001), and Sparks, Ganschow, and Javorsky (2000), the consideration of their writings as poor also increases writing anxiety. Accordingly, the pre-test showed that these three factors, other people's thoughts about their writings, and the use of their writings as a sample for discussion caused most of the students in the study to feel nervous when they wrote in English.

At the end of the study, the students' writing anxiety levels decreased when compared to the levels in the beginning with the peer feedback treatment as it is pointed out in Nystrand and Brandt (1989), Leki (1990), Topping (2005), Kurt and Atay (2007), Kastra (1987), Villamil and De Guerrero (1996), and Berg (1999). There was a big decrease in cognitive and somatic anxiety levels, but the decrease in avoidance anxiety was small when compared to the other two anxiety levels. In avoidance anxiety, most of the students mentioned that they would not use English if they had another choice to write, but they would choose to write their thoughts in English, try not to excuse themselves if they are asked to write, and write English compositions outside the class and whenever possible. In cognitive anxiety, they mentioned that even though they felt nervous while writing in English, they were not afraid when their writings were evaluated, their friends laughed at their writings, and their writings were used as a sample for discussion in the classroom. On the other hand, they stated that they

felt nervous when their writings were considered as poor and they got a low grade. In somatic anxiety, most of the students claimed that they did not show a lot of negative physical reactions to writing anxiety such as shivering, feeling tense and rigid, being afraid, freezing up and getting confused under time restrictions.

To sum up, the use of peer feedback in writing classes reduced the students' writing anxiety levels as some other researchers including Nystrand and Brandt (1989), Leki (1990), Topping (2005), Kurt and Atay (2007), Kastra (1987), Villamil and De Guerrero (1996), and Berg (1999) found out. At the beginning of the study, they showed negative physical and cognitive reactions to writing anxiety, which resulted in a preference to avoid using and writing in English as it is emphasized in the studies of Hassan (2001), Daly and Miller (1975), Cheng (2002), and Martin, (2007). However, peer feedback reduced their cognitive and somatic writing anxieties and led to a reduction in the rate of avoiding writing English compositions.

5.2. Conclusion

The students' perceptions about peer feedback are positive because they believe it reduces their writing anxiety and makes them more confident in writing classes. According to them, it indicates that making mistakes is a part of learning and they can help each other in improving their writings by interacting and collaborating with each other. The interaction and collaboration between the students enabled them to learn from each other and make the learning environment less anxious and stressful. Therefore, they considered it as educational and supportive. The results of the pre-test and post-test indicate that it reduces the students' writing anxiety levels. As a result of this reduction in writing anxiety levels, the students' physical and cognitive reactions to writing anxiety changed in a positive way by the end of the study, and it encouraged students to use English to write compositions. Consequently, peer feedback can be used in writing classes in order to decrease the students' writing anxiety levels.

5.3. The Limitations of the Study

The present study has the following limitations:

1. The university follows a language education program that has four quarters. Each lasts eight weeks. Therefore, the study was carried out only for eight weeks and it was difficult to follow the students' improvement in writing as the students changed their classes after the quarter finished.

2. The time given to teach writing was only five hours. It was not enough to enable the students to be completely familiar with peer feedback and have enough experience to use it effectively in writing classes.

3. The students joining the research came from an educational background in which teachers were the center of education. They were not familiar with a learning environment in which they were more required to be more active and engage in their own learning.

5.4. Implications for Further Studies

The present study does not focus on the students' writing performance. Therefore, the same research design can be used to reduce the students' writing anxiety and reveal its effect(s) on the students' writing performance. Another implication for further studies is that the research design of this study can be used and applied in a new study that lasts longer than eight weeks in order to see the changes in the students' understanding of peer feedback during the study. Finally, a new research project can take into consideration the students' educational background. Then it can adopt and apply this study's research design in order to reveal the effect(s) of the educational backgrounds on the students' writing anxiety and writing performance.

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7. APPENDICES

7.1. Appendix 1: Checklist

Peer Review Feedback Form

Reviewer: _____ **Author:** _____

 Instructions

Good writing comes from revision. One of the most valuable skills you can have in any career is the ability to critically review your own writing as well as the writing of others. For this peer review, you will be working in a peer review group of two people. Each person in the group will review the papers of the other person in the group, so you will need your paper and this "Peer Review Feedback Form." Review the paper of your peers completing this form for each paper (including your name and the author's name at the top). When you submit your final paper, also submit the "Peer Review Feedback Forms" from your peer.

Timeline: 15 minutes for each paper review, 5 minutes discussion for each of the 2 papers

 Content and Organization

1. Does the paragraph include a thesis statement? _____ Yes _____ No
Underline the thesis statement.
Comments and suggestions:

_____

_____

_____

_____

2. Is the organization of the paragraph clear? (Are there 3 supporting sentences with details and examples, and concluding sentences?)

Comments and suggestions:

_____

_____

_____

_____

3. Underline the topic sentence for each supporting sentences. Do these topic sentences clearly related to the thesis statement?

Comments and suggestions:

_____

_____

_____

_____

4. Review each supporting detail. Does each paragraph include specific, concrete examples and do those examples both support the topic sentence and advance the thesis statement?

Comments and suggestions:

_____

_____

_____

_____

5. Read the concluding paragraph. Does it summarize the main points and link back to the thesis statement?

Comments and suggestions:

_____

_____

_____

_____

Questions about Style and Writing Conventions (grammar, punctuation, etc.)

6. Is the writing style appropriate for you—the audience? The paper should be interesting to read, provide necessary background, and be written at an appropriate level for a college student to read.

Comments and suggestions:

_____

_____

_____

_____

7. Do you see any problems with grammar, punctuation, spelling, capitalization, or any other writing conventions? The paper should be written in standard formal English. Mark these issues on the paper itself and discuss suggestions with the writer.

Comments and suggestions:

_____

_____

_____

_____

8. Is the vocabulary used clear? What can you say on the vocabulary used?

Comments and suggestions:

_____

_____

_____

_____

Look at the rubric and put a check accordingly

	NEEDS IMPROVEMENT	*FAIR*	*GOOD*	*EXCELLENT*
VOCABULARY				
GRAMMAR				
PUNCTUATION-SPELLING				
CONTENT				
CONNECTORS/TRANSITIONS				
ORGANIZATION				

7.2. Appendix 2: Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004)

The following statements are designed to assess the anxiety you may have in writing. Read the statements below very carefully. For each statement, circle the most suitable one for you among the choices 1, 2, 3, 4, and 5. You don't have to write your name.

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

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

7.3. Appendix 3: Interview Questions

Interview 1

1. Do you think giving and receiving comments to and from your classmates in your writing activities reduce students' anxiety towards writing? How?

_____

_____

_____

_____

2. Do you think exchanging comments with classmates on writing increase students' confidence in writing?

_____

_____

_____

_____

3. Do you like giving and receiving comments to and from your classmates in your writing activities?

_____

_____

_____

_____

Interview 2

1. Do you think giving and receiving comments to and from your classmates in your writing activities reduce students' anxiety towards writing? How?

_____

_____

_____

_____

2. Do you think exchanging comments with classmates on writing increase students' confidence in writing?

_____

_____

_____

_____

3. Do you like giving and receiving comments to and from your classmates in your writing activities?

_____

_____

_____

_____

4. Write any comments you feel about the comments you have been giving to and receiving from each other on the writing activities. Evaluate the whole process.

_____

_____

_____

_____

7.4. Appendix 4: Writing Correction Codes

	mistake	‑r	
WO	Word order	I like <u>very much</u> music w.o.	I like music very much.
Gr	Grammar	You're <u>gooder</u> than me at maths. gr She talked to <u>he</u> in the pub. gr	You're better than me at maths. She talked to him in the pub.
A	Article (a/the)	I like <u>the</u> cheese A	I like cheese.
Prep	Preposition	Don't laugh <u>of</u> me Prep	Don't laugh at me.
LW	Linking word	There was no bus, <u>although</u> she walked home. LW	There was no bus, so she walked home.
WF	Word form	She works <u>slow</u> WF The exercise is <u>bored</u> WF	She works slowly. The exercise is boring.
Voc	Wrong word (lexical mistake)	Don't <u>worry</u> me. I'm <u>making</u> the voc voc homework	Don't disturb me. I'm doing the homewok.
Tns	Verb tense	Last week I'<u>ve been</u> to Madrid. Tns	
Agr	Agreement	He never <u>get</u> angry agr I need <u>that books</u> over there. agr	He never gets angry. I need those books over there.
▽	Missing word	After she kissed him, ▽ took a shower and left for work	After she kissed him, she took a shower and left for work.
( )	Word not needed. Delete	I'm going (to) shopping	I'm going shopping.
‖	Punctuation	She said‖yes‖thank you.	She said: "yes, thank you".
~~	Rewrite everything (unclear meaning, syntactic error)	<u>I very often trying new</u> Music likes me	I often try new things. I like music.
!!!	Very serious mistake	I <u>is</u> angry !!!. I <u>have</u> 21 years old. !!!	I am angry. I'm 21 years old.
?		I don't understand meaning or handwriting	
[ ] s s		Sentence is too long. Split it up	
{ — }	Alternative word or expression	I go {home / to my house} after school	Both sentences are correct.