

**THE EFFECT OF THREE DIFFERENT TYPES OF CORRECTIVE  
FEEDBACK ON WRITING PERFORMANCES OF ENGLISH LANGUAGE  
LEARNERS**

**AT**

**TOBB UNIVERSITY OF ECONOMICS AND TECHNOLOGY**

**A THESIS SUBMITTED TO THE GRADUATE SCHOOL OF SOCIAL  
SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY**

**BY**

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN  
ENGLISH LANGUAGE TEACHING**

**DECEMBER, 2008**

Approval of the Graduate School of Social Sciences

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## ABSTRACT

### THE EFFECT OF THREE DIFFERENT TYPES OF CORRECTIVE FEEDBACK ON WRITING PERFORMANCES OF ENGLISH LANGUAGE LEARNERS?

AT

UNIVERSITY OF ECONOMICS AND TECHNOLOGY

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M.A Program in English Language Teaching

Supervisor: Assoc.Prof. Dr. Gölge Seferoğlu

December, 2008, 86 pages

This study aimed at investigating the effects of three different types of error correction feedback on foreign language students. This study is conducted in the Department of Foreign Languages at TOBB ETU in three B level classes and three different error correction techniques are used to measure the effectiveness of each one on general writing success of the students.

For this purpose, 68 preparatory school students at TOBB ETU participated the study. The data were collected through quantitative and qualitative data collection instruments. The pre-test and post test results as well as the grades of weekly regular writing assignments provided the quantitative data. The qualitative data came from the semi-structured students interviews.

The analysis of the quantitative data, especially the comparison of the pre-test and post-test, indicated that the students who received three different types of feedback didn't score significantly different from each other. However, a close scrutiny of the analysis of the grades of weekly writing assignments give important insight about the usefulness of the coded type of feedback as the students getting that type of feedback outperformed the others in most of the weeks.

The analysis of the semi-structured interviews has shown that the students prefer more salient corrective types of feedback.

Key words: Corrective feedback, mechanical mistake, student's attitudes.

## ÖZ

### ÜÇ FARKLI TÜR HATA DÜZELTMESİNİN İNGİLİZ DİLİ ÖĞRENCİLERİNİN YAZIM PERFORMANSLARI ÜZERİNDEKİ ETKİSİ.

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Aralık, 2008, 86 sayfa

Bu çalışma yabancı dil öğrenen öğrencilerin yazım becerilerini geliştirmekte üç farklı tür hata düzeltme tekniğinin etkisini ölçmeyi amaçlamıştır. Bu çalışma TOBB Ekonomi ve Teknoloji üniversite Yabancı Diller Bölümündeki üç B düzeyi sınıf üzerinde uygulanmıştır ve üç tür farklı hata düzeltme yöntemi öğrencilerin genel yazım yetenekleri üzerindeki etkisini ölçmek amacıyla kullanılmıştır.

Bu amaçla TOBB Ekonomi ve Teknoloji üniversitesi, hazırlık okulundan 68 tane öğrenci çalışmaya katılmıştır. Veriler nicel ve nitel veri toplama araçları ile toplanmıştır. Öntest, son test, ve haftalık kompozisyon ödevlerinin notları nicel verileri oluştururken, öğrenciler ile yapılan yarı yapılandırılmış görüşmeler ise nitel verileri oluşturmuştur.

Nicel verilerin analizinin sonucu özellikle öntest ve son test karşılaştırmaları üç farklı tür hata düzeltme dönütüne tabi tutulan öğrencilerin notlarının önemli ölçüde birbirlerinden farklı olmadığını göstermiştir. Bunun yanı sıra haftalık ödev grafikleri dikkatle incelendiğinde ‘hata kodlama’ biçiminde verilen dönütün faydası hakkında yakın bir gözlem şansı vermiştir. Bu tarz geribildirim alan öğrenciler birçok haftada diğer grup öğrencilerin daha yüksek not almışlardır.

Anahtar kelimeler: Hata düzeltme dönütü, mekanik hata, öğrenci tutumları

ANNEME VE BABAMA

## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my dear supervisor Assoc. Prof. Dr Gölge Seferođlu for her invaluable guidance, warm support and strong motivation throughout this study, without which I could never have completed this thesis. I would also like to extend my gratitude to Assist Prof. Dr. Nurdan Gurbüz and my dear administrator Assist. Prof. Dr Semih Şahinel for their help and kindness.

My sincere thanks are to the school administration at Foreign Language Department of TOBB ETU for allowing permission to carry out the research and granting time for my master studies. I also owe special thanks to my friends Güneş Erbayraktar and Rabia Albayrak for helping me with my all kinds of library research and design issues.

I would like to thank my students and dear colleagues who helped me during the data collection procedure. They were very eager and helpful during the study which played a very significant role in this thesis.

Finally, I am grateful to my father and father who have always supported me and encouraged me through my study. They were always there whenever I needed and with whose existence I could never have completed this thesis without.

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# CHAPTER I

## INTRODUCTION

### **1.0 Presentation**

This chapter delineates the background to the study, the setting of the study and the instruction of writing in the Department of Basic English of TOBB University of Economics and Technology, followed by the purpose of the study, the research questions, the significance of the study, the limitations of the study, and the definitions of the terms.

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

Writing is a productive skill in the written format. It is more intricate than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just an explicit representation of language, but the development and presentation of thoughts in a structured way. Since writing has quite many micro skills, it takes time for the foreign language learner to put together all the information he or she has learnt on paper. Some of the sub-skills of writing can be categorized as the following:

- Using the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- Using the orthography correctly, including the script, and spelling and punctuation conventions.
- Putting words together in correct word order.
- Using vocabulary correctly.
- Using the style appropriate to the genre and audience.
- Making the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Making the main ideas distinct from supporting ideas or information.
- Making the text coherent, so that other people can follow the development of the ideas.

- Judging how much background knowledge the audience has on the subject and make clear what it is assumed they don't know. (Stoner & Anderson, 1969, pp 252-256).

The above list is only a part of the required micro skills in order for the learner to process all the information he or she has learnt and put it into a meaningful framework. At the writing state the learner moves from a receiving state to a productive state.

Writing as a communicative skill should play a more prominent role in foreign language instruction because of the fact that the world is becoming more global day by day with its political, economical and social connections among countries. Such intense interactions require 'a common language' to be put into use which is English for this century. Today the number non-native speakers of English are much higher than the number of native speakers of English because English has become a necessity to communicate internationally. It should be recognized that language teaching should turn into a more communicative way rather than a subject of study.

As neglected skills speaking and writing are now integrated into syllabuses and dealt more frequently into language classrooms. The necessity for learners to express themselves orally and in written form has increased and this increase in need has been reflected in language classrooms. For Turkey, the age of learning English in schools has become very early and primary schools have started to give language education to students at an early age. Practice in English writing has gained an important role and it starts as early as the fourth grade, right after the students has completed learning to read and write in their native tongue, Turkish. The basic explanation behind this early foreign language learning is the idea that the sooner language is learnt, the better the learner is at it and the learners at that age being ready to absorb anything taught to them.

While learning a language it should be kept in mind that practice makes perfection and 'practice' of writing skill can be made with the help of a multiple-drafting process. Foreign language learners definitely need more help in this difficult process than other learners do. Assistance needed in the writing process is generally provided by the language teachers but as mentioned earlier writing is rather an intricate skill and requires special training so language teachers takes up different roles as the instructor, reviser, editor, guide and marker. Obviously, it is not an easy job on the part of the teacher as well as the learner. If we are to look at the process of writing feedback, what generally happens is, after the student writes an essay or a piece of writing, he/she submits it to the teacher who in return does all of the corrections and presents all alternative uses and demands the student to write another revised draft of the paper.

The key question to be asked here is, who does the real 'revision' in this process, the teacher or the student? If it is teacher who makes all corrections, is the learner an active part of the feedback process or more significantly can he/she learn from the process? What usually happens when the teacher gives the corrected version of the paper is a highly debatable issue. Most of the researches focus on the question that whether the students are looking at their mistakes and try to understand what the problem is in their writings or whether they simply rewrite the corrections which are already done by the teacher. Some researchers go even further and claim that younger students do not even bother to look at their mistakes and they immediately throw away the paper the moment they get them.

The debate over the need and form of writing feedback gains different scopes over the past years. How and on which part of the process feedback on mechanical mistakes should be given or should it be given at all is not certain yet. The researches carried on a small sample of students in various contexts contain differing implications for foreign language writing classrooms. Some researchers such as John Truscott claim all kinds of corrective feedback should be abandoned because they are useless and do not help students develop their writings in

subsequent pieces of writings while others argue that corrective feedback shouldn't be totally abandoned because the students show development even if the differences are minor most of the time. The researches are quite detailed in terms of questioning all aspects of the feedback period such as correction of mechanical mistakes, mistakes about the content and organization. Some teachers claimed to watch their students throw their corrected "written production" into the wastebasket before leaving the classroom while others say that their students demanded correction and find it useful in developing their essays which tells us that some students benefit from focused instruction and corrective feedback while others don't. As a result, it is quite difficult to make any kind of generalization with the small scale researches.

Another dimension of the feedback issue is to make the students active part of the learning process so that they can improve themselves by active participation and discovery learning. The more we include the learner into the process the better they understand their mistakes and develop their writing skills.

Although there are quite a lot of researches about writing feedback only a limited number of the studies have investigated whether direct or indirect corrective feedback is more facilitative of improved accuracy in L2 learning. When it comes to the foreign language writing the situation is worse because there are only a few small-scale studies giving little implication about the issue. The need for such studies has motivated researchers and instructors to explore the area of writing feedback.

In foreign language classrooms a process approach to writing is developed and students are encouraged to write multiple as many drafts as possible to revise their mistakes and enrich their contents. At this point, it is crucial to integrate the learner to the process and make him/her an active participant, so the teachers shouldn't take all the responsibility of the process. New types of feedbacks and instructional methods should be developed and classical feedback methods which are excluding

the student from the revision process should be abandoned. The focus should be on how to encourage the student to search more in order to understand his/her mistakes and to make the learning from mistakes as effective as possible.

With this aim in mind, researchers developed different types of writing feedback and evaluated the level of their effectiveness. In some studies the mechanical mistakes in students' writings are the focus and the researchers tried to find whether corrective feedback is effective or not with the help of small experiments having one control and one experimental group. Control groups get no feedback about their mechanical mistakes while experimental groups take different kinds of corrective feedback and subsequent writings of both groups are analyzed to see whether there is a significant difference between the writings of the students getting corrective feedback and students who are not getting feedback in terms of accuracy. Most of the time the results are not satisfying as little evidence is found to support the effectiveness of the corrective feedback. However, can the lack of positive effects for written corrective feedback shown in many studies be interpreted as evidence that feedback does not work? Or is there a more suitable form of feedback for every different teaching context?

In a recent article published in *Language Learning*, Truscott (1996) takes up a radical stance and argues for the abandonment of grammar correction in the L2 writing classroom. His argument is that grammar correction is both ineffective and harmful and therefore it has no place in the writing classroom. On the contrary, Ferris (1999) states that there is "mounting research evidence" for the claim that students benefit from well-done grammatical corrections (p.4). Prior to 1996, when Truscott claimed that written corrective feedback is ineffective and harmful, the assumption that corrective feedback helps L2 writers improve their writings had not been challenged. When, for the first time, Truscott dealt with the issue, many researchers who are the firm proponents of old corrective feedback techniques criticized his radical view and tried to refute his ideas by designing experiments to prove the effectiveness of written corrective feedback. Following Truscott's radical

argument, much research has been done in the area and most of the researches failed to give strong evidence supporting written corrective feedback.

As for the Turkey context, writing is still a neglected skill in the foreign language classroom and there is nearly no significant study about the issue apart from some research papers and master theses. In a world which is getting global day by day, Turkish students should be endowed with the necessary writing skills in English as it is a crucial part of their academic success as well as success in business life. Studies about the effectiveness of different types of written feedback are needed in the classrooms in Turkey.

## **1.2 Setting of the Study**

The preparatory school of TOBB ETU is a part of the Department of Foreign Language Education and gives general English, academic English and TOEFL oriented instruction for one year. Students who pass the university entrance exam make their choices and register for the school. After registration every student takes the TOEFL ITP which is used as the proficiency exam to measure the students' general English language proficiency. The students who cannot pass the exam are placed into their classroom according to the points they get in the exam. There are three levels according to the CEF definition of language proficiency namely A, B, and C. C is the most proficient of the three. The classes are quite homogeneous in terms of students' levels so that the instruction is more to the point; therefore, workload and pacing is balanced.

Each level has its own curriculum and materials, and these are available on the website of the preparatory school within the reach of both the students and the teachers. It is quite easy to follow the contact hours and the materials with the help of the online curriculum. All teachers are encouraged to follow the curriculum with the purpose of standardized education. It is not advisable to fall behind the schedule because students have weekly quizzes and monthly midterm exams.



### **1.3 Teaching at the Department of Foreign Language Education of TOBB ETU**

The English curriculum in the English Preparatory Unit of the Department of Foreign Languages gives importance to all four skills, listening, speaking, reading and writing. Grammar and vocabulary are being tried to be integrated into these four skills as much as possible. Grade A is currently using a Longman publication, Top Notch 1 as it is course book and work book. In the book, all four skills are presented with meaningful activities. B level students are using Summit 1, another Longman publication and a rich course book while C level students use Focus on Grammar which gives upper intermediate level, contextual grammar knowledge. A and B level classes are using Northstar for their reading, writing and speaking classes. Reading and writing are in the same book and taught together. Each week one specific piece of writing is taught to students and students submit at least one piece of writing each week to their reading and writing teachers. The books, reading and writing topics, the writing format are identical for A classes. B and C classes also follow the same procedure with their own topics and books. Each level has its own materials as their proficiency levels are different.

As for writing instruction of classes, the reading and writing teacher of the class explains the format to the students at the beginning of each week and she gives the necessary language uses for that specific type of essay. After students submit their first drafts, the instructors read them and give feedback both on form and content. There is not a standardization of feedback types; every teacher uses his/her own method. The students get their revised papers they write one more draft and get their final feedbacks. On Fridays they have weekly quizzes and they write an essay for the quiz in the same format with a different question.

This multi-drafting system is quite useful for the students because if they have misunderstood anything about the format of the essay it is detected right before the quiz and corrected. However, this process is quite tiring for the teacher because some students are not loyal to the deadlines and bring their papers late, which

makes the process harder for both the teacher and the student because the mistakes are not understood by the students if they take the feedback at the very last moment.

Especially A level students tend to be in favor of corrective feedback because they have difficulty in detecting their own mistakes, while B and C level students are more likely to prefer more indirect methods of error correction as they like to work on their own mistakes. Learning from the mistakes is a very valuable experience, so the more the students engage in their own mistakes, the better they will learn.

#### **1.4 Purpose of the Study**

Writing is obviously is the most neglected skill after speaking in foreign language classrooms. Although it is a major skill in learning a foreign language, it is put in a secondary place most of the time because of time restrictions or lack of necessary teaching techniques. Since it is a productive skill which is achieved after a certain amount of access to the grammatical structures and lexical sets of a foreign language, language learners need guidance to gather all the information they need for producing a piece of writing.

Guidance in the process of writing is crucial for foreign language learners and it can be given with the help of a careful drafting and revising process. How to revise the essays and the form of feedback has been a big issue of controversy recently and analysis of mechanical mistakes is one type of corrective written feedback and it should be dealt with great care. To determine what kind of feedback foreign language writers prefer is a big need in Turkey's context.

The purpose of this study is to determine how salient the feedback on mechanical mistakes should be in order to help students improve their writing performance in their subsequent writing and to determine the students' attitudes towards each feedback they have been given. More specifically, the study aimed to see if the students getting different types of mechanical mistakes show any difference in their

writing performances in terms of accuracy and general success and to see if any kind of feedback is better than the others to help the students become more efficient writers in English. It is expected at the end of the study that the students who are getting the most salient or direct corrective feedback will score better at the end of a ten weeks study while the students getting the less salient or more indirect mechanical corrective written feedback will develop less in terms of accuracy and general success.

### **1.5 Research Questions**

Therefore the research questions in this study are:

1. Is there a difference in writing performances of students who received different type of corrective feedback on their writing?
2. What are the students opinions about the feedback types they have been given?
3. Will the students who are given the most salient mechanical corrective feedback score better during the final writing exam?

### **1.6 Significance of the Study**

In the learning of a foreign language, writing is considered to be one of the major skills. It is a productive skill so it is more complicated than the other skills and requires more time and effort. This skill cannot be achieved until a certain amount of access to the grammatical structures and lexical sets of a foreign language completed. The need of guidance in the process of writing can be done with the help a multiple-drafting system. Feedback on mechanical mistakes is one form of feedback that can be given to the students in the multiple-drafting system. In addition to feedback on content and organization, corrective feedback on grammatical structures and other lexical elements can be of positive assistance on language learners' writing.

Based on the results of this study, English Foreign Language (EFL) teachers may be interested in the results of the study and encouraged to search and learn about effective writing feedback techniques. They can ponder about the needs of their students and try to find the suitable feedback methods for their own students. The results of this study are also hope to prove the need for an efficient feedback system in foreign language classrooms. As grammatical mistakes hinder meaning in most of the foreign language writers' papers, a specific type of feedback is needed to help the students learning to write in a foreign language. The study is also expected to bring in a new perspective to writing feedback and put an emphasis on how feedback on form should be given to students. It directly sheds light on the question whether corrective feedback is useful or not and in what way it should be given.

The study also emphasizes the difference of foreign language contexts from second language contexts because it focuses on the type of mechanical mistakes instead of discussing the need for such a feedback. Second language teachers are still investigating the question that whether such a feedback is useful or not but foreign language learning is quite different from the native or second language contexts and corrective feedback is necessary for foreign language learners especially at the beginning stages of their writing attempts.

### **1.7 Limitations of the Study**

This study was conducted in the first semester of 2007-2008 academic year. It lasted ten weeks but students got feedback for eight weeks. It would have been better if the study had been carried out for a longer period of time namely the whole semester, for, developing writing skills and measuring effect of each type of corrective feedback takes time and the students need to adapt to their new feedback methods. Moreover, longitudinal studies are more successful in terms of giving an insight about the problem.

The study included three different kinds of corrective feedback; the first one included detecting the mistake and giving the alternative use, the second one included detecting the mistake and giving the type of mistake by using certain error codes, and the last one included only underlining the mechanical language mistakes. In my study, the lack of a control group may be a limitation because if we are to compare the effectiveness of feedback and no feedback, we definitely need a control group but in EFL contexts, since we take it for granted that feedback on mechanical mistakes is definitely necessary because of the backgrounds of the students and their unfamiliarity with the foreign language, the lack of a control group may not be counted as a serious weakness. If we take feedback on mechanical mistakes for granted, we should look at what kind of corrective feedback on form is necessary for our own language teaching context.

Another issue is the number of the students who participated in the study. It would be better if we included more students in the study but we had to exclude some students while analyzing the grades of their weekly assignments because not every student submitted his/her homework regularly each week and they had to be excluded from the study because of validity and reliability issues. As a result, the smaller the sample is, the more difficult to generalize it becomes.

## **1.8 Definitions of the Terms**

**1.8.1 Feedback :** Refers to the input from a reader to a writer with the aim of giving information to the writer for revision. It can provide information on illogical organization, incomplete development of ideas, erroneous or inappropriate use of word choice and tense (Keh, 1990).

**1.8.2 Mechanical mistakes:** Refers to grammatical and lexical mistakes as well as punctuation, capitalization, and spelling mistakes in this study.

### 1.8.3 Corrective Feedback

There are various ways of supplying the students with corrective feedback as Teddick has mentioned in her article:

1. Explicit correction: The teacher supplies the correct form to the student and clearly indicates that what was said was incorrect. This is common corrective feedback in large groups of students where the teacher's time is limited. Explicit correction has a very low rate of uptake since the student doesn't have to self-correct and the mistake could be easily forgotten.

2. Recasts: Often used for grammatical and phonological errors. The teacher implicitly reformulates all or part of the student's output. Recasts result in the lowest rate of uptake since they don't lead to any self-repair.

(Neither recasts nor explicit correction lead to any peer or self-repair because they already provide correct forms to learners).

3. Elicitation: Teacher asks for a reformulation, 'How do you say that in Spanish?' or pausing to allow student to complete teacher's utterance.

4. Metalinguistic clues: Teacher provides comments, information, or questions related to student output.

5. Clarification: Teacher uses phrases such as, 'I don't understand', or 'What do you mean?'

6. Repetition: Teacher repeats the mistake adjusting intonation to highlight the error.

Corrective feedback examples:

Elicitation- 'How do you say that in Spanish?', 'I went on a holiday and...'

Metalinguistic- 'You need past tense'

Clarification- 'Pardon?'

Repetition- 'You buyed the car?' (Teddick, 1998)

**1.8.4 Grading:** Refers to assigning a mark indicating a degree of accomplishment in an area.

**1.8.5 Students' Attitudes:** Refers to the students' feelings or emotions towards a fact or state.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.0 Presentation**

In this chapter, first, writing skill and the process approach and the crucial stages in the process approach will be explained. Next, the significant stages of writing such as multi-drafting and revising processes will be described including the corrective feedback types in relation to the related literature.

#### **2.1 The Nature of Writing Skill and the Process Approach**

Writing, according to Zamel “is the process of discovering meaning” as the title of her article published in TESOL Quarterly suggests. She summarizes the whole problem of writing by saying “Since writers do not seem to know beforehand what it is they will say, writing is a process through which meaning is created. This suggests composition instruction that recognizes the importance of generating, formulating, and refining one’s ideas. It implies that composition should become the main component of this instruction that writing teachers intervene throughout the process and that students should learn to view their writing as someone else’s reading.

Methods that emphasize form and correctness ignore how ideas get explored through writing and fail to teach students that writing is essentially a process of discovery.” (Zamel,1982). This definition of writing by Zamel is one of the most comprehensive definitions of writing and early definitions of the writing skill and it encompasses a very wide-ranging perspective of how writing skill should be handled and instructed in language classrooms. There are quite different approaches to teaching and testing writing skill and the writing definitions of teachers reflect, most of the time, their classroom practices. If they consider writing as the process of discovering meaning in Zamels terms, they give their students the chance to explore and learn from their mistakes and construct new meaning thanks to writing.

Like speaking, writing is a means of communicating in a language, conveying messages and meaning. Recent modern approaches to language teaching methodology emphasize the importance of communication. Since writing is one of the major ways of communication, there will not be an efficient communication without having necessary writing skills. Writing is even more significant than speaking in some situations because most of the time official communication requires writing and finds it more formal than simply speaking. Writing is not a passive state rather it is a way to convey out thoughts and feelings in an efficient way.

Now that the importance of writing as a means of communication and forming meaning is recognized, innovative improvements in writing pedagogy are being found which enables communication in the language classroom.

Process approach to writing is one of the techniques brought into use in language classrooms as a result of the need to include the learner in the process of creating meaning through their writings. It is accepted that writing is a step by step process that everyone needs to learn and by following each step a writer can produce a successful writing. The nature of multiple-drafting system is carefully analyzed to see whether it is helpful for students to develop their foreign language writing skills. Goldstein and Carr (1996) describe a process in which writers make multiple decisions:

“Process writing refers to a broad range of strategies that include prewriting activities, such as defining audience, using a variety of resources, planning the writing, as well as drafting and revising. These activities collectively referred to as “process-oriented instruction, approach writing as problem solving”. (Goldstein and Carr, 1996, p.1).

There are some crucial steps in the process approach to writing which should be followed carefully so as to have a perfect final product. The four steps of the writing process are prewriting, writing, revising, and editing. Each of these steps is important to have a successful writing but the core question is that at which steps the writing instructor is more needed and what kind of help they can provide for



learners in each step. When a writer follows these steps they will achieve the goal of an interesting and successful writing.

Not all the researchers support the idea that 'process approach is a solution to all problems of writing and they argue that process approach also has its own problems. Cramer questioned the fact that whether all these problems in the process approach is sufficient to abandon the approach completely and his answer to his own question is:

“It is best to face this truth: the writing process has its weaknesses; it is poorly implemented in many instances; it not a panacea. But it is a better candidate for improving writing performance than the traditional approach... We must listen to the critics; we must be willing to rethink and adjust our theories, procedures, and practices. But there is not sufficient evidence to cause us to abandon the writing process” (Cramer, 2001, p.39).

However, both end of the discussion is not comprehensive and complete enough to consider the fact that teachers often address both minor mechanical mistakes and larger issues if rhetoric and content in the same version of a text, their responses to student writing should integrate all aspects of the writing, so if they support only process approach and be obsessed with the 'process' too much they can underestimate the value of the final product and fail to give necessary feedback on form. Teachers giving their feedbacks on content have to see the written product as still developing and evolving, but at the same time they have to see the text as a finished product while they are giving feedback on mechanical errors.

Even though most researchers agree that the strategies and mental processes involved in the “process writing” are recursive and interconnected, many have discovered that studying one component at a time makes this extremely intricate task easier. Consequently, so far, the vast majority of the research has investigated the specific components of the writing process, especially prewriting and revising.

### **2.1.1 The Prewriting Stage in the Process Approach**

The first step of writing is prewriting. The main goal is to get anything down on paper for, this is only the draft of the paper. It is the first version. (Rabkin,1993). This step includes brainstorming, gathering information, thinking, planning, and listing. During this step the student develops a topic or topics to write about and ideas about the topic. Prewriting is very essential for the reason that it allows the writer to think of a topic then build ideas that help to clarify and define the topic. Hillocks (1986) argued that prewriting can take the form of inquiry and is 2.5 times more effective than the study of writing models, a traditional prewriting activity.

Affording time and presence to prewriting in the classroom is a major consequence of the process approach; however, until the beginning of the process model, prewriting is neglected and is not practiced apart from the teacher giving the topic and due dates. With the arrival of process approach, for the first time prewriting is explicitly addressed with the purpose of teaching students to develop personal strategies that they can apply not only to develop content but also to construct structure and organization.

During the prewriting step the students generally brainstorm. The purpose of brainstorming is to develop a topic. They will also develop ideas that support the topic. During the brainstorming stage many ideas and topics may have been developed but only one topic at a time can be written. The students should come to a decision which topic they will write about. The student should establish the purpose for writing to help them choose a topic. During this selection of the topic process the students must ask themselves several questions. Some questions are: Is this topic going to yield enough material? Will it be of interest to readers? Will the topic accomplish the purpose? Is there enough information accessible about the topic? To conclude, the purpose of this step is to help writers ensure that they have an appropriate topic.

Gathering information is also an important part of this step. It's what can make the writing successful. There are six questions to ask when gathering information; who, what, where, when, why, and how. When a writer gathers enough information to answer these six questions they are beginning to prepare a successful writing. The purpose of this is to ensure that the writer has all the correct information to make his writing an accomplishment.

Thinking and planning is also a part of the prewriting step. Once the students have gathered all the needed information they should review it to decide if the information is effective or important. The purpose of this is to help the writer ensure that have appropriate, effective, useful, and accurate information. The students must provide appropriate and accurate information on the topic in order to develop a successful writing.

Once all the information has been collected and sorted through, the students should provide a sequence for it. The students should make a list of all vital points and put them in order. Making a list or a detailed outline can put information in a sequence. By doing this, the writer can see where his research is weak so he can do further research. The purpose of this prewriting step is to put all the gathered information into a sequence or order to present it. By putting the information in a sequence they are inserting interest to their writing.

The assistance received during the prewriting stage does not have to come from the teacher which is where it usually comes from in most schools; the teacher being the guide to give ideas to students who can develop these ideas later themselves. While they are brainstorming, the students tend to ask questions to the teacher as they are quite accustomed to be guided in the process.

### **2.1.2 Writing or Drafting Stage in the Process Approach**

The second step is writing, or also called drafting. Now that the students have a guide, they can begin writing their first drafts. At this point, the writer should be

concerned with punctuation and grammar or other mechanical mistakes. They should consider about neatness and precision. This step is used to get the basics out in writing. “At the drafting stage, the writers are focuses on the fluency of writing and are preoccupied with the grammatical accuracy or the neatness of the draft”(Richards& Renandya, 2002, p 317). The purpose of this step is to just get the information in writing and form a sequenced list in paragraph format. The students work on their owns at this stage and the teacher doesn’t intervene in the stage unless it is very necessary.

### **2.1.3 The Revising Stage in the Process Approach**

This is the step where you perfect all your thoughts and ideas by the information gathered. It is a stage of re-seeing, re-thinking, and re-considering the written paper. (Kolin,1994). This is where the writer rereads the draft and finds areas that should be fixed. This step is more than fixing punctuation and grammatical errors. Before the advent of ‘process approach’, revision stage is considered as the mandatory final feedback which was given by the teacher after the student completed his/her essay and submitted it to the teacher. The teacher is expected to tell the student the message of ‘improve your paper’ without going to much detail. On the other hand, the teacher who is very interested in the formal side of the language gives only feedback on form in this process so the result is not a revised version of the student writing but an editing.

Cumming offers the following explanation for this almost obsessive preoccupation with error in the revision stage:

“Error identification appears to be ingrained in the habitual practices of second language teacher who perhaps by reason of perceiving their role solely as instructors of the formal aspects of “language” therefore restrict their activities to operations exclusively within the domain of formal training rather than that of cognitive development (Cumming, 1983, p.6).

To be obsessed with the mechanical mistakes of writing, can hinder the instructor from seeing the whole picture which results in poor and incomplete feedback. The revision process should not be seen as only editing of the grammar mistakes

because the writer can cut entire paragraphs, rewrite from scratch, or move parts of the article. This stage is the most time consuming part and requires more hard work and thought than any other steps. This is the most important step because the aim of this step is to make a writing go from good to great. This step allows the writer to add more detail and interest to the writing therefore it is not a simple error correction stage.

#### **2.1.4 Editing Stage in the Process Approach**

The fourth step is editing. Editing and revising stages are generally overlapping but they should be practiced separately as both of them have different purposes. After doing all the steps mentioned above, including revision, the writer will finally have a completed writing, but the work isn't finished yet. The writer will submit his/her writing to someone else, such as a friend, classmate, parent, brother, sister, or a true writing professional who will be the editor. In the editing step the writer needs a fresh pair of eyes to find any problems or errors in the writing that he didn't catch before. This is why they need someone to edit their writing. The purpose of this step is to have someone catch your mistakes before the paper takes its final shape.

In this step the writer will make any suggested changes by the editor. If possible the writer should set the article aside for a day or so. This will allow the writer to have fresh eyes to review and make changes on the article. It is not advisable to look at the words when they are newly written or edited instead look at the theme, impression, format, and spaces between paragraphs, font sizes, and readability. This stage is interpreted as the last chance to fix the mistakes in the paper. The purpose of this step is to ensure that the writing is perfected and ready to finalize.

At this very stage, the teacher plays a significant role as he is the final editor of the work in foreign language teaching contexts. All kinds of 'editing' come from the teacher as he is seen as the professional helper in the process writing. He/she collects the students' papers and reads them carefully in order to identify the

problematic areas and give alternative uses and solutions. The teacher provides the students with a clear guidance on how they should improve their writings and what kinds of changes are crucial to enhance their writings. The editing stage is one of the most debatable areas in the process approach because how or when to edit students' essays has been a matter of discussion for a long time. There are supporters of the corrective feedback and opponents of it. In what form the teachers should provide the feedback is the main question in this step.

## **2.2 Corrective Feedback**

Choosing the types and methods of feedback is the big concern at the stage of responding the students' paper. The class size, the proficiency level of the students, time restriction are only some of the criteria while deciding on the type of written feedback. Some teachers do the following:

- They evaluate by giving a grade.
- They locate, indicate the nature of, and/or correct the student's errors.
- They make suggestions for changes: " I think you need to rewrite the sentence about your boss so that we understand his point of view more clearly."
- They reflect- and subtly correct as they do so: "I am not surprised that your grandmother felt upset." (The student had actually written: "My grandmother feeling upset.")
- They rewrite passages: "I am easy to change a fuse".\_\_ "Changing a fuse is easy."
- They comment on strategies: "It might be useful to define the term success."
- They ask questions: "Where was your grandmother born?"
- They emote: "What a terrible experience!" "I feel this way, too."
- They criticize: "The conclusion is weak." "It introduces new points."
- They describe: "You start out by mentioning four ways in which language learning is beneficial. Then you provide two specific examples."

- (less frequently) They praise: “The paragraph about your aunts language learning experience makes its point very strongly through the story you tell.” (Richard& Renandya, 2002, p.320)

The above techniques specified by the researchers are used in this study with the editors or instructors of the classes while giving feedback. All the students in the classes get feedback on form as well as feedback on content. While the feedback on content and rhetoric are the same for all three B level classes, the feedback on mechanical mistakes are deliberately manipulated and each class got a different type of corrective feedback with the aim of measuring the effect of each type of feedback on developing students’ general writing skills.

Although disagreements prolong as to whether error feedback helps L2 student writers to improve the accuracy and overall quality of their writing (Ferris, 1990a; Truscott, 1996; Truscott, 1999), a good number of studies on error correction in L2 writing classes have provided evidence that students who obtain error feedback from their teachers improve in accuracy over time.

Experienced L2 instructors would agree that the number of linguistic errors made by students represents the total of a student’s ability or text’s quality. It is an accepted fact that the students express a need for feedback and they demand corrective feedback in many cases. Nevertheless, issues surrounding how to give students feedback on their written errors continue to be a source of debate among researchers and instructors. Only a few existing studies have overtly explained differences in accuracy and writing quality between students who have received error feedback and those who have not, and these have reported inconsistent results. (Fathman & Whalley, 1990; Kepner, 1991; Polio, Fleck, & Leder, 1998; Semke, 1984). Nonetheless, in other studies which have examined student progress in written accuracy over time, researchers have classically found that students who received feedback on their errors showed development, which in some cases was

statistically significant (Chandler, 2000; Ferris, 1995a, 1997; Ferris et al., 2000; Frantzen, 1995; Lalande, 1982; Robb, Ross, & Shortreed, 1986; Sheppard, 1992).

One problem about which there is little obtainable verification is the level of explicitness that is necessary for error feedback to help students. Particularly, when teachers spot student errors, do they need to indicate the type of error (wrong verb tense, omitted obligatory article, run-on, etc.) the student has made, or is it sufficient for the teacher to simply underline or circle an incorrect form, leaving it to the student to detect and correct the problem? For pedagogical purposes, this is an essential question because labeling errors by type or category may well be more time-consuming for teachers than just indicating that an error has been made. More significantly, there is a much greater chance that the teacher will mislabel an error if s/he is identifying it by type rather than simply locating it for the student.

### **2.2.1 Corrective Feedback Strategies**

Direct feedback is given when the teacher provides the correct form for the student; if the student revises the text, s/he needs only to transcribe the correction into the final version. Indirect feedback occurs when the teacher indicates in some way that an error exists but does not provide the correction, thus letting the writer know that there is a problem but leaving it to the student to solve it. Error correction researchers who have examined the effects of these two contrasting types of feedback have reported that indirect feedback helps students to make progress in accuracy over time more than direct feedback does (Ferris et al., 2000; Ferris & Helt, 2000; Lalande, 1982) or at least equally as well (Frantzen, 1995; Robb et al., 1986).



## **CHAPTER 3**

### **METHOD**

#### **3.0 Presentation**

This chapter presents the overall design of the study, the participants, the research questions, the data collection instruments along with the data collection procedures, data analysis, and description of the feedback types that are given to students.

#### **3.1 Overall Design of the Study**

The original aim of this study is to determine how salient the corrective feedback on form should be in order to increase the students' performance in subsequent writing tasks. The study intends to observe the effects of three different kinds of corrective feedback on students' general writing competency.

The study is designed as a quasi-experimental study. That is a research “which one observes the relationship between two variables by deliberately producing a change in the other” (Anderson 1969, as cited in Brown & Rodgers, 2002, p.211) A true experimental study requires three characteristics:

- a. students are randomly selected and assigned to two groups;
- b. two experimental conditions or treatments... are provided; and
- c. for both groups, a pre-test and post-test are given, each involving some kind of academic writing” (Brown & Rodgers, 2002, p.211).

The necessary data was collected via qualitative and quantitative data collection instruments. The grades of the weekly writing assignments of students and the results of the pre-test and post-test provided the quantitative data (see Appendices A-C) while the group interviews that were given to the students provided the qualitative data.

The study was conducted in three B level (upper-intermediate) EFL classrooms, in the department of English Preparatory School at TOBB University of Economics

and Technology. The study was carried out in a ten week period in the first semester of the 2007-2008 academic year. This study lasted for ten weeks (please see Table 1). Before the study began, the three classes were compared by using the students' grades in the initial proficiency exam and it was found that the three groups were quite similar in terms of the students' proficiency in English. The mean of the grades of students in class B1 was 64,818 out of 100, and the mean of the grades of students in class B5 was 62, 292, and finally the mean score of class B6 was 63,500. However, since this study focused on success of student writings, the writing part of the initial proficiency test was calculated separately in order to see whether there is a significant difference between the writing proficiency of these three groups of students. To see the writing questions of the proficiency test, see Appendix D. To ensure reliability and objectivity, two different teachers marked the writing part of the test using an analytical approach scale (see Appendices E-G). These scores were used as the pre-test scores, to be used later at the end of the study to compare with the post-test scores, and to be used at the beginning of the study to see whether there is a significant difference between the writing proficiency of the students at the very beginning of the experiment.

The pre-test scores along with the post-test scores of these three classes were used to compare the three groups' writing performances at the end of the study. The writing scores of the three classes during the experiment were also compared each week by using Duncan's Test. The results were used to answer the first research question and explain to what extent the type of corrective feedback on mechanical errors determines general performance in new pieces of writing. In other words, the results were used to answer the question whether there is any difference between the writing performances of three classes getting different kinds of corrective feedback for their mechanical mistakes. The scores of each weekly writing task were analyzed both separately and in relation to each other to see both their separate improvement and their interaction on a weekly basis.

The researcher was only included in the study as the interviewer because she was conducting writing courses of C level students and she was the B level students' listening and speaking teacher, so she talked to the students and recorded their responses about the feedback types that they were given. The three markers of the weekly assignments are the students' writing instructors. Since the weekly writing formats and classroom activities are identical for three classes because of the strict curriculum requirements, all the instructors teaching at the same level have to come together for a standardization of teaching techniques. Language Instructor's of TOBB ETU Preparatory School have to come together every wednesday to talk about the pacing of the week and other curricular issues to eliminate the differences in instruction and material use. The instructors who cannot attend the weekly regular curriculum meeting have to update their information by asking to colleagues because they are responsible for tracking every kind of change in application.

**Table: 1: Design of the Study**

| <b>Time</b> | <b>Total Number of Subjects</b> | <b>Data/Activity</b> |
|-------------|---------------------------------|----------------------|
| Week 1      | 68                              | Pre-Test             |
| Week 2      | 68                              | Writing Task 1       |
| Week 3      | 68                              | Writing Task 2       |
| Week 4      | 68                              | Writing Task 3       |
| Week 5      | 68                              | Writing Task 4       |
| Week 6      | 68                              | Writing Task 5       |
| Week 7      | 68                              | Writing Task 6       |
| Week 8      | 68                              | Writing Task 7       |
| Week 9      | 68                              | Writing Task 8       |
| Week 10     | 68                              | Post-test            |
| Week 10     | 68                              | Group Interviews     |

The students in both groups were given eight writing tasks in the following eight weeks. Each week the students have written about a different topic and used a different writing format. Drafting system is applied for each type of essay and students receive weekly regular feedback.

The three groups received three different types of feedback to their writings. The comments on content and organization are almost the same for the three groups. They have been given short comments about organization and content in the same format. However, the feedback on mechanical mistakes is quite different for each group. The instructor of the class B1 underlined each error and gave the correct form of each mistake, the instructor of class B5 only underlined each mechanical mistake but she didn't provide the students with the correct forms of the mistakes. Instructor of the B6 class indicated each mechanical mistake using error codes (see Appendix H).

In the tenth week, the students were given a post test, which was part of the last midterm of the TOBB ETU English Preparatory School. The writing part of the midterm was calculated separately in order to see students' success in writing. To see the post test questions, see Appendix I. For the scoring of the post test, the same procedure as in the pre-test was followed.

Again the tenth week, semi-structured student interviews were carried out by the instructor who designed the study. Each interview couldn't be scheduled for the same day because of the time limit so students were divided into small groups and interviewed on separate days. Each interview lasted about twenty minutes and the interviewer took notes on important points.

### **3.2 Research Questions**

This study aims to answer the following research questions:

1. Is there a difference in writing performances of students who received different type of corrective feedback on their writing?
2. What are the students opinions about the feedback types they have been given?
3. Will the students who are given the most salient mechanical corrective feedback score better during the final writing exam?

### **3.3 Participants**

The participants of this study are the students of Prep- School, course instructors and the designer of the study.

#### **3.3.1 Students**

The students participating in this present research (N=68) were from three different B level classes from the English preparatory unit of TOBB ETU. All groups received 20 hours of instruction a week. All of the students, aged between 18-20, are studying English for academic purposes. They are all enrolled in four-year programs which are supposed to start next academic year. The students in the classes are from different departments but the classes are homogenous in terms of their English levels because they are classified according to the grades they have taken from the initial proficiency exam. In each group there are approximately 20 students but not every single student has been able to participate in the study because of the nature of calculation in SPSS program. The students who did not bring a paper each week have to be excluded from the total data in order to get more secure results. All three groups are exposed to different levels of mechanical correction in their writing for eight weeks.

In group B1, there were 23 students, 7 females and 16 males, but one student was excluded from the data as he didn't bring his writings regularly, that is to say, 22 students included in this study. All of them were Turkish students who graduated from a high school. These students indicated a range of seven to nine years of education in English. There are students from different departments in the class. 5

students from department of Electric and Electronic Engineering, 2 students from Business Administration, 1 student from Industrial Engineering, 5 students from Mechanical Engineering, 1 student from the Department of Economics, 2 students from Turkish Language and Literature, 4 students from the Department of International Relations, 1 student from Mathematics, 1 student from Statistics from another university took part in the study. In this group, the mean of students' grades of the post –test they took at the beginning of the semester was 64, 818 out of 100.

In group B5, there were 24 students, 11 females and 13 males. The ages of the students ranged from 18 to 20. These students were also Turkish and they had just completed their high school education. The students had had education in English for about 6 to 7 years. They have reported enrollment in eight different departments: Electric Electronic Engineering (3 students), Department of Art and Design (4 students), Department of International Relations (5 students), Department of Business Administration (4students), Department of Mechanical Engineering (3 students), Department of Computer Engineering (2 students), Department of History (1 student), Department of Industrial Engineering (2 students). The mean of the B5 group's grades of the post-test was 62, 292 out of 100.

In group B6, there were 22 students, 7 females and 15 males. The ages of the students ranged from 18 to 20. These students were also Turkish and most of them had just completed their high school education while 2 of them entered university in their second trial. The students had had education in English for about 4 to 7 years. They were enrolled in 10 different departments of the university: Computer Engineering (4 students), Mechanical Engineering (4 students), Economics (1 student), Electric Electronic Engineering (4 students), Art and Design (1 student), History (1 student), Mechanical Engineering (3 students), International relations (1 student), Business Administration (1 student), Industrial Engineering (2 students). The mean of the class B5's grades in the pre-test was 63,500 out of 100.

### **3.3.2 Instructors**

Four instructors participated in this study. The instructors of the three groups were the writing teachers of those classes. The Instructor of the B1 class has been teaching for two years and working in preparatory school of TOBB ETU for one year. She gave feedback to the students in her group for all the eight writing tasks and graded the writing tasks of the students in her group. She strongly believes that students should be provided with the correct version of their mistakes in order to prevent fossilization of errors.

The instructor of the B5 class was a graduate of Middle East Technical University and attending M.A in ELT courses. She has been teaching at TOBB ETU for one year. She was a teacher supporting using indirect methods of error correction rather than providing the students with the correct forms of their mistakes. She checked the papers of the students in her group and graded them. She underlined the mechanical mistakes in the first drafts of the student essays for her own group.

The third instructor was a graduate of Gazi University from the department of English Language Teaching. She has been working for TOBB ETU for more than three years and she is an active participant of many ELT conferences in Turkey. She believes that exact correction of errors is a form of spoon feeding for the students, so she preferred to give feedbacks to her students by underlining each mechanical mistake and indicating the mistakes by using certain error codes. She graded all eight writing tasks for her own group of students.

These three instructors get together weekly as a part of the WRM (weekly regular meeting) of the preparatory school. Like other instructors, they talk about their class and teaching activities they have carried out in their classes. All instructors have to give the same format and same essay questions for each week as a part of the standardization policy of the Department of Foreign Languages.

### **3. 4 Data Collection Instruments**

Data for this study has been collected through qualitative and quantitative data collection instruments. The pre-test has been the results of initial proficiency exam which students have taken at the beginning of the academic year. The post test has been the results of their final exams. The writing grades of the final exam which they have taken at the end of the semester have provided the data for the post test. The grades of the weekly assignment of the students will be evaluated separately in order to see the weekly development of the students.

Qualitative data will come from the semi-structured interviews that are given to the students at the end of the semester to learn their ideas about the feedback types they have been exposed to and to learn their ideal feedback preference.

#### **3.4.1 Tests**

To obtain quantitative data, a pre test and post test were used in addition to separate calculation of weekly regular tasks.

##### **3.4.1.1 Pre Test**

A pre-test was used to determine if the three groups were similar in terms of accuracy in writing before the application of the research procedure. (see Appendix D) The pre-test was prepared by the testing unit of the preparatory school; therefore it was not analyzed for its reliability or validity by the researcher. All the students who want to pass the preparatory school took the initial proficiency exam. The results of the proficiency exam were highly confidential so permission from the university administrations was needed in order to use it in the research.

The time given for the test was one hour. The test included two subject options from which the students choose and write an opinion essay. The students were asked to



write a four or five paragraph opinion essay using the information given. The information and the instructions were clear enough to help them generate ideas and write smoothly. The essays were evaluated by the instructors assigned by the administration and second marking was done by other instructors and the average of the two instructors was taken if the discrepancy between them was not higher than 20 points out of 100. Double check was done to ensure the reliability of the results.

#### **3.4.1.2 Post Test**

A post test was used to get information about the students writing proficiency after the application of the research has been finalized (see Appendix I). The test was again prepared by the school administration, so the teacher didn't analyze the reliability of the test. This test is the writing part of the students' final exam, and the grades of this test were taken from the administration by an official permission from the head of the Department of Foreign Languages.

The duration of the post test was 60 minutes. The test included again two writing topics from which the students chose and wrote a 5 paragraph argumentative essays. The essays questions and instructions were clear enough to guide the students in their writing process. The essays were again rated by the instructors assigned by the administration, second marking was done and the average was taken in order to ensure reliability.

This test was crucial in terms of checking the final situation of student success rates in writing. By means of this test the researcher was able to determine the extent of the student success at the end of the experimental process as well as having a chance to see if there is any significant difference among the three groups, in other words, to see which type of feedback resulted in more success.

### **3.4.1.3 Grades of Weekly Assignments**

Apart from the pre-test and post test, one of the crucial parts of this experimental design is the weekly regular writing tasks of students. Each week students are taught a writing format and they submit a first draft to their teachers. Writing format and the topic of each week are identical for all B level classes with the aim of standardizing the teaching and testing techniques. Each week, the instructors of the B1, B5 and B6 groups gave the required writing format to their students, made necessary explanations and made the students write a first draft in class. At the end of the 50 minutes lesson, they collect the essays, give feedback to them with the techniques they support and give them back to the students the following day. Every step except the types of feedback given to the mechanical mistakes is the same for these three groups of students. The grades of weekly assignment are calculated with 'Duncan Test' which is a type of statistical analysis to help find the interaction between the weeks and to see clearly whether there is any significant change between the classes in terms of writing success.

### **3.4.2 Scoring Scales**

While evaluating the weekly regular assignment, the teachers used the guidelines given by the course book apart from that they didn't use a separate checklist of their own (To see sample checklists and scoring criteria, see appendices E-G).

### **3.4.3 Interviews with Students**

After the experiment and post test, the researcher had semi-structured interviews with the students, recorded them to her computer via a microphone, a web cam, and the software called windows movie maker so that she was able to access the data whenever she needed. The purpose of having these interviews was to get an insight about the students' reactions towards the mechanical feedback types they are provided with.

Since the total number of the students participating in the study is 68, it was nearly impossible to interview all of them because of the time limit, five students from each group were chosen randomly and 15 students in total are interviewed separately.

The individual interviews were carried out by the researcher herself. The students were quite relaxed and talkative because the researcher was not their writing teacher; she was only the listening and speaking teacher of one of the groups. The interviewer had a list of questions that she used to initiate students' talk. In each interview, the interviewer welcomed the students, introduced aim and topic of the interview, and asked the questions she had prepared to make the students talk about their ideas on the feedback types.

The researcher later analyzed the data and listened to the recorded interviews in order to detect common problems and get a detailed idea about students' feelings concerning the feedback types that they are exposed to.

### **3.5 Data Collection Procedures**

The study lasted for ten weeks. In the first week, a pre-test, in which the students were asked to write an essay, was administered. The aim of the pre-test was to ensure that the students in three classes were equal in terms of their linguistic competence- vocabulary, grammar and other mechanics. Since only some specific aspects of students' writings are being examined in this present research, an analytic scoring scale was used by the raters. The scale had eleven separate components, which were grammar, vocabulary, sequencing (organization), transitions, spelling & punctuation, format, thesis, topic sentences, evidence and examples, concluding paragraph, overall success. The raters evaluated the essays according to those components and gave them a score out of a hundred. Each component has a certain score range. The two raters later compared their grades and if there was a 20 point discrepancy out of a hundred, they talk about the essay and try to find at which points they have evaluated

differently. If they cannot compromise, they are advised to consult a third rater. The average of the two grades is given to the students' essays.

The students in three different classes have been exposed to three different types of feedback for eight weeks and they have been given eight writing tasks in the following eight weeks. A process approach was used by the three instructors in each task. The process approach has three main stages, which are also followed in this study: pre-writing, drafting and editing. In the pre-writing stage, the instructors guided the students both in terms of the format of the essay and the language form that will be used in the essay. After the explanation and instruction, the students wrote their essays at home and they submit them to the teachers. The teachers read the essays and gave their own type of feedback to each student. When the teacher distributes the essays, she spends fifteen minutes to answer the students' questions related to the feedback they were given. If students didn't understand something in the feedback, they had the chance to ask it to the teacher. The students generally ask questions about how to correct their mistakes. This oral feedback was a part of the weekly instruction. This stage is the part where the students have been given the chance to see and correct their mistakes. After noticing their mistakes and understanding the true form of their mistakes, students gave a final draft to the teacher to show their comprehension of the mistakes. Every group has been given a different type of corrective feedback. The first group, B1, has been given explicit correction, where errors were pointed out and correct forms offered; (See Appendix M) the second group, B6, has been exposed to the use of a correction code which showed both the location and kind of errors, and the last group (See Appendix N) B5, has taken very limited and indirect kind of corrective feedback in the form of marking mistakes with a red pen, without explanation (See Appendix O). For all these groups, the comments about the content and organization are given in a similar format and in the same amount because for each week they are learning the same type of writing.

Each week, a different subject for writing was assigned to the students. During a week, a common procedure for the writing applied by all teachers was as

follows: The teacher first explained the kind of essay they would study, gave a sample outline and topics which are suitable for the type of essay were discussed in the class. Then, the students were required to write the essay at home as homework and bring it back the next class. During the last class of the week, the teacher distributed the essays back with the feedback given and the students rewrote it during the weekend and submitted it to the teacher at the beginning of the following week. The teacher collects the writings and evaluates them and give a grade out of a hundred but the students didn't know that their papers were graded by the teacher. The grading is not obligatory for weekly writings but it was done intentionally as a part of the research procedure. Since the aim of the study is to look at the efficiency of each type of corrective feedback and try to see the effect of each one on the general writing skills of the students, an evaluation was necessary. Weekly grades were quite helpful to track the changes in students writings and analyze the process in detail.

The first task included the instructions and explanations of a paragraph including the advantages and the disadvantages of a certain situation or preference. First the students were given samples of topic sentences and some useful language tips which they can use while they were writing their paragraphs. The students were given specific topics like 'technology' and asked to write a well developed paragraph about advantages and disadvantages of technology. All teachers used the same criteria, which are adapted from different web-sites and books, while evaluating the paragraphs (See Appendix K).

The second task was assigned about the same topic but this time students talked about the advantages in one paragraph and the disadvantages in another paragraph. The students talked about the advantages and the disadvantages of two types of transportation from Ankara to Istanbul. The same criterion that was used in the first week was used to grade the papers.

An opinion paragraph was the next writing type that the students had to study. The course book had a sample opinion paragraph and the students were advised to follow the example in the course book. The students mentioned their opinions about a famous TV ad giving at least three reasons to support their idea. The criterion to evaluate this type of paragraph was the sample paragraph in the book. Correction for mechanical mistakes was given in the same format as it was in the previous tasks.

The fourth task dealt with the description of an original product and how to use the product. Each student found an original product and described it in the first paragraph and explained in detail how to use it in the second paragraph. Specific descriptive adjectives and language forms such as 'like', 'as', which are useful in describing things, are introduced to the students. The sample descriptive paragraph in the course book was used as a guideline. And a checklist is used to evaluate the paragraphs of the students (see appendix L).

The next task was again a paragraph explaining one's favorite activity and how s/he learnt it. The students wrote the events in the time order and used the sample paragraph in the course book.

The sixth task included writing the brief summary of the tragic event they read in the course book and give reaction to the reading. Before the students wrote, the teacher had explained how to summarize a reading passage and give a short reaction to it by means of the rules given by the course book. In the first paragraph of their writings, students summarized the tragic event according to the summary clues given by the teacher and in the second paragraph, the students wrote their ideas about the event.

The seventh task was to write a short story which has a moral in it. The students were instructed to use the narrative language and use it in their writings. As in the

previous weeks, the students received feedback both for their mechanical mistakes and content of their writings.

The last task before the final exam was to write two opinion paragraphs about two languages one of which is going to survive and the other one is going to be extinct. The students were required to give their reasons to support their ideas. The opinion paragraph format in the course book was used to grade and evaluate the papers.

In the ninth week, the students were given a post-test which was a part of the last midterm of the semester. The aim of the post test is to see whether there is any difference between the performances of three classes after the application of three different corrective feedbacks. For the scoring of the post test the same procedure as in the pre-test was followed.

The study started with 68 students and the number of the students didn't decreased for the post and pre-test as they are compulsory exams and all students have to take it in order to pass the preparatory class. However, when a student forgets to bring his/her essay on the assigned day s/he was given an extra day to bring it both because the students needs the feedback for the exams and the researcher needs the essay in order not to unbalance the statistical design of the study.

Within the last week semi structured student interviews were carried out by the researcher in order to get an insight into students' feelings about the feedback types they have been exposed to for eight weeks. Since the classes were crowded and there were too many students to be interviewed, the researcher took three or four students from each group and performed group interviews with them. All the interviews were carried out on the same day in order to prevent the students from talking to each other and each interview lasted about twenty minutes. The students were quite relaxed and talkative as the researcher was their speaking teacher and they were used to talking to her in the class. As long as the students express their opinions about the feedback type they have been given, the teacher didn't ask too many questions in order not to disrupt them. She had a list of questions but

sometimes she changed the questions according to the flow of the conversation and sometimes students already gave their ideas about the points she was going to inquire. However, the researcher had to make some essential additions and explanations during the interview to clarify what kinds of expectations the students used to have or were they satisfied with the feedback they received. She also mentioned other feedback types and controlled whether the students prefer other feedback types or not.

### **3.6 Treatment**

Three feedback styles are being compared in this study. Therefore, the three groups received two different treatments. One of these treatments consisted of providing the students with the correct form of every mechanical mistake; the other one is underlining the mechanical mistakes and using specific error codes to indicate them, the last type of feedback is just to underline the mechanical mistakes.

#### **3.6.1 Correction Type of Feedback**

The first type of feedback was the feedback given in the form of giving the correct alternatives for the student errors. The mechanical errors were underlined and corrected. If it is a mistake the students repeated too much, explanations about the mistake and the related grammar rule were reminded briefly as an add-on. In this type of feedback students have the chance to see the correct versions of their mistakes and they don't have to search for the correct versions of their mistakes.

#### **3.6.2 Coded Type of Feedback**

For class B6 the writing instructor of the class underlined or circled mechanical mistakes and wrote certain codes for each type of mistake. For instance grammar mistakes were coded as gr., vocabulary mistakes were coded as voc., punctuation mistakes were coded as P, capitalization mistakes were coded as C, and spelling



mistakes were coded as sp. Students have been given an initial instruction about these abbreviations so that they understood what kind of mistake they have done.

### **3.6.3 Underlined Type of Feedback**

In class B5 the instructor only underlined the mechanical mistakes of the students, and they did not give any explanations to the students. By this technique, students had the chance to see the places of their mistakes but they couldn't get any explanations about the types of their mistakes.

### **3.7 Data Analysis**

This study aims to find out whether there is any difference between the three teacher-written mechanical feedback types in terms of improving students' general writing performance. The original aim of this study is to determine how salient the corrective feedback on mechanical or linguistic mistakes should be in order to increase the students' performance in writing tasks. The secondary aim of this study is to learn about students' reactions towards the feedback types they were given during the first academic semester.

Therefore, in this present study both qualitative and quantitative data were obtained through different data collections instruments. To analyze the results of the tests, SPSS 13.0 for windows and Minitab 14 were used. The quantitative data were collected through pre-test, post-test and weekly regular assignments. The qualitative data were collected through semi-structural student interviews. The aim of the pre-test was to determine whether the three groups were equal in terms of their knowledge of grammar, vocabulary and other mechanics in writing at the initial stage of this study. One-way Anova is used in order to compare the means of the three classes. On the other hand, the aim of the post-test was to compare the means of the three groups and determine whether the treatment caused any differences in

their writing performances. Again one way Anova is used to compare the results of the post test because we have three variants namely three classes in this study.

As for the grades of weekly assignment and their evaluation, the data that has been collected were evaluated with the repeated measurement technique using 'Duncan's Test' which enables us to see the interaction between weeks and the weekly change of a single class as well as the interaction between different weeks. In this measurement technique, we have two factors that are weeks and feedback types. The feedback factor has three levels namely correction, coded and free and week factor has eight levels. The repeated measures analysis will be carried out on the level of weeks because the repeating factor is the weeks. With this measurement technique, we are aiming to decide during which weeks the difference between averages of the classes becomes significant and within which weeks the difference between the means of the three classes is insignificant.

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.0 Presentation**

This chapter focuses on data analysis and interpretation of results. First, the results of the pre-test and post-test were presented and analyzed. Then, the grades of the weekly assignments were evaluated and calculated with a special test. The results of the interviews are reported and examined. Moreover, the results are interpreted and discussed.

#### **4.1 Analysis of the Tests**

To obtain quantitative data, pre-test and post-test as well as weekly regular assignments were taken into account and evaluated. The pre-test was given before the treatment at the beginning of the study. It aimed to compare the three groups in terms of their proficiency in writing regarding the use of language. The week following the pre-test, weekly regular writing assignments were applied and evaluated. The aim of the weekly regular assignments and their evaluation is to find out how these different feedback types affected students' performance in practice, that is to say, how the general writing proficiency of the students improved at a weekly basis. The comparison of the grades of weekly assignments gave important clues about weekly improvement of the students. The aim of the post-test was to compare the performances of the three groups in writing considering the language use and identify whether the experiment yielded any differences among these three groups.

##### **4.1.2 Results of the Pre-test**

The students in these three B level classes were compared with reference to their fields of study, English language background, age level. The findings of this research indicate that the three groups were not significantly different in terms of their proficiency in English or their other characteristics. However, so as to determine

whether these three groups were equal in terms of the specific aspects of language investigated in this study- grammar, vocabulary, and mechanics in writing, a pre-test was implemented. 'One-way Anova' was used to compare the means of three groups.

The distribution of the scores for the pre-test in class B1 ranged from 55 to 75, with a range of 20. The mean score found for this test was 64, 818 (SD= 5, 105) out of 100.

The distribution of the scores for the pre-test in class B5 ranged from 55 to 70 with a range of 15. The mean score found for this test was 62, 292 (SD= 4,974) out of 100.

As for class B6, the distribution of scores ranged from 50 to 75 with a range of 25. The mean score found for this test was 63,500 (SD= 5, 886) out of a hundred.

In order to determine whether there was a significant difference among the three groups, one-way ANOVAs test was conducted. According to the results of the One-Way ANOVAs test, p-value was 0, 282. As  $p > 0.05$ , the difference among these three classes is not statistically significant and no evidence was found to suggest that the three means are significantly different. Since there was not a significant difference among the three groups, the researcher was able to compare them after using the three treatments. **Table 2: One- way ANOVAs Test Results for the Pre-test**

|   |    |        |       |                         |              |
|---|----|--------|-------|-------------------------|--------------|
| Source  | DF | SS     | MS    | F                       | P            |
| Class   | 2  | 73,3   | 36,6  | 1,29                    | 0,282        |
| Error   | 65 | 1843,7 | 28,4  |                         |              |
| Total   | 67 | 1917,0 |       |                         |              |
| S = 5,326    R-Sq = 3,82%    R-Sq(adj) = 0,86%    |    |        |       |                         |              |
| Individual 95% CIs For Mean Based on Pooled StDev |    |        |       |                         |              |
| Level   | N  | Mean   | StDev | -----+-----+-----+----- |              |
| ---   |    |        |       |                         |              |
| B1  | 22 | 64,818 | 5,105 | (-----*-----)           |              |
| B5  | 24 | 62,292 | 4,974 | (-----*-----)           |              |
| B6  | 22 | 63,500 | 5,886 | (-----*-----)           |              |
| ---   |    |        |       |                         |              |
|   |    |        |       | 62,0                    | 64,0    66,0 |
| 68,0  |    |        |       |                         |              |
| Pooled StDev = 5,326                              |    |        |       |                         |              |

#### **4.1.3 Results of the Weekly Regular Assignments**

For eight weeks, the students in three different classes received three different types of corrective feedback for their grammar, vocabulary and other mechanical mistakes in writing and they wrote weekly assignments which were graded by their writing instructors. The data that have been collected were evaluated with the repeated measurement technique using ‘Duncan’s Test’ which enables us to see the interaction between weeks and the weekly change of a single class as well as the interaction between different weeks and different classes. In this measurement technique, we have two factors that are weeks and feedback types. The feedback factor has three levels namely correction, coded and free and week factor has eight levels. The repeated measures analysis will be carried out on the level of weeks because the repeating factor is the weeks. With this measurement technique, we are aiming to decide during which weeks the difference between averages of the classes becomes significant and within which weeks the difference between the means of the three classes is insignificant.

With this aim in mind, each week was analyzed separately before looking at the interaction between them. In this repeated measurement technique, different letters indicate the difference is significant while identical letters indicate the difference is insignificant in other words the letters between the mean score of each type of feedback must be checked carefully to see whether any significant difference between the mean scores.

In the first week, the mean score of the class B1 taking the correction type of feedback was 64.82, and the mean score of class B5 taking the underlined type of feedback was 63.54 while the mean score of the class B6 receiving the coded type of mechanical feedback was 72.91. When we check the letter representations of the mean scores, it is indicated that the difference between the classes B1 and B5 is insignificant but the difference between classes B1, B5 and B6 are significant. In other words, the mean score of the class B6 is significantly different from the mean

scores of B1 and B5 which means the students getting the coded type of feedback scored better in the first week of the treatment.

**Table.3:** Duncan's Test Results for the Comparison of the Mean Scores of First Week

|  |      |       |   |
|--|------|-------|---|
| Error Mean Square = 100.3                    |      |       |   |
| Error Degrees of Freedom = 520               |      |       |   |
| No. of observations to calculate a mean = 23 |      |       |   |
| Duncan's Multiple Range Test                 |      |       |   |
| LSD value = 5.801                            |      |       |   |
| $s_{\bar{x}} = 2.088$ at alpha = 0.050       |      |       |   |
| Original Order                               |      |       |   |
| Mean   | B1 = | 64.82 | B |
| Mean   | B5 = | 63.54 | B |
| Mean   | B6 = | 72.91 | A |

For the second week the same comparison was conducted and result was quite different from the first week's result. The mean score of class B1 getting the correction type of feedback was 70.77 out of 100, the mean score of class B5 getting the underlined type of feedback was 82.13 and the mean score of class B6 getting the coded type of feedback was 81.00 out of 100. If we were to check the letter representation of the means, it is indicated that mean score of class B1 is significantly different from the mean scores of classes B5 and B6 which means, the students who got the correction type of feedback scored better in the second week.

**Table 4:** Duncan's Test Results for the Comparison of the Mean Scores of Second Week

|  |      |       |   |
|--|------|-------|---|
| Error Mean Square = 100.3                    |      |       |   |
| Error Degrees of Freedom = 520               |      |       |   |
| No. of observations to calculate a mean = 23 |      |       |   |
| Duncan's Multiple Range Test                 |      |       |   |
| LSD value = 5.801                            |      |       |   |
| s <sub>x</sub> = 2.088 at alpha = 0.050      |      |       |   |
| Original Order                               |      |       |   |
| Mean   | B1 = | 70.77 | B |
| Mean   | B5 = | 82.13 | A |
| Mean   | B6 = | 81.00 | A |

When we come to the third week, the result is quite similar to the first week's result because again B1 class getting the coded type of feedback scored better and its mean score was significantly different from the mean scores of classes B1 and B6 (see table 8).

**Table 5:** Duncan's Test Results for the Comparison of the Mean Scores of Third Week

|  |      |       |   |
|--|------|-------|---|
| Error Mean Square = 100.3                    |      |       |   |
| Error Degrees of Freedom = 520               |      |       |   |
| No. of observations to calculate a mean = 23 |      |       |   |
| Duncan's Multiple Range Test                 |      |       |   |
| LSD value = 5.801                            |      |       |   |
| s <sub>x</sub> = 2.088 at alpha = 0.050      |      |       |   |
| Original Order                               |      |       |   |
| Mean   | B1 = | 69.77 | B |
| Mean   | B5 = | 71.13 | B |
| Mean   | B6 = | 83.59 | A |

As for the fourth week, the result was nearly the same with first and the third weeks. The mean score of the B1 class was 73.96 out of 100, the mean score of the class B5 was 71.71 and the mean score of class B6 getting the coded type of feedback was 84.46 out of 100. Therefore, we can infer by looking at the letter

representations of the mean scores, the students which received the coded type of feedback scored better than the students getting the correction and underlined type of feedback in the fourth week.

**Table 6:** Duncan's Test Results for the Comparison of the Mean Scores of Fourth Week

|  |      |       |   |
|--|------|-------|---|
| Error Mean Square = 100.3                    |      |       |   |
| Error Degrees of Freedom = 520               |      |       |   |
| No. of observations to calculate a mean = 23 |      |       |   |
| Duncan's Multiple Range Test                 |      |       |   |
| LSD value = 5.801                            |      |       |   |
| $s_{\bar{x}} = 2.088$ at alpha = 0.050       |      |       |   |
| x  |      |       |   |
| Original Order                               |      |       |   |
| Mean   | B1 = | 73.96 | B |
| Mean   | B5 = | 71.71 | B |
| Mean   | B6 = | 84.46 | A |

In the fifth week, the results are quite similar to the previous weeks because again the students who got the coded type of feedback scored better than the student getting the underlined and correction type of feedbacks. The mean score of class B1 getting the correction type of feedback was 76.14, the mean score of class B5 getting the underlined type of feedback was 72.79 and the mean score of class B6 getting the coded type of feedback was 84.59 out of a hundred.

**Table 7:** Duncan's Test Results for the Comparison of the Mean Scores for the Fifth Week

|  |      |       |   |
|--|------|-------|---|
| Error Mean Square = 100.3                    |      |       |   |
| Error Degrees of Freedom = 520               |      |       |   |
| No. of observations to calculate a mean = 23 |      |       |   |
| Duncan's Multiple Range Test                 |      |       |   |
| LSD value = 5.801                            |      |       |   |
| $s_{\bar{x}} = 2.088$ at alpha = 0.050       |      |       |   |
| x  |      |       |   |
| Original Order                               |      |       |   |
| Mean   | B1 = | 76.14 | B |
| Mean   | B5 = | 72.79 | B |
| Mean   | B6 = | 84.59 | A |



In the sixth week, the same tests and procedures were followed as in the previous weeks and the results are quite the same. The mean score of class B1 was 75.91, the mean score of class B5 was 73.50 and the mean score of class B6 was 81.82 out of a hundred. If we were to look at the mean scores and letter representations of the mean scores of the student's grades, it is shown that the students getting the coded type of feedback outperformed the students getting the underlined and correction type of feedbacks.

**Table 8:** Duncan's Test Results for the Comparison of the Mean Scores for the Sixth Week

|  |      |       |   |
|--|------|-------|---|
| Error Mean Square = 100.3                    |      |       |   |
| Error Degrees of Freedom = 520               |      |       |   |
| No. of observations to calculate a mean = 23 |      |       |   |
| Duncan's Multiple Range Test                 |      |       |   |
| LSD value = 5.801                            |      |       |   |
| $s_{\bar{x}} = 2.088$ at alpha = 0.050       |      |       |   |
| Original Order                               |      |       |   |
| Mean   | B1 = | 75.91 | B |
| Mean   | B5 = | 73.50 | B |
| Mean   | B6 = | 81.82 | A |

When we come to the seventh week, it is estimated that the results will be again quite similar to the previous weeks. The mean score of class B1 was 71.59 out of 100, the mean score of class B5 was 72.88 and the mean score of class B6 was 83.09 out of 100. In the seventh week, class B6 again outperformed the other classes proving that coded type of feedback is more effective than underlined and corrective type of feedbacks.

**Table 9: Duncan's Test Results for the Comparison of the Mean Scores for the Seventh Week**

|  |                |       |   |
|--|----------------|-------|---|
| Error Mean Square = 100.3                    |                |       |   |
| Error Degrees of Freedom = 520               |                |       |   |
| No. of observations to calculate a mean = 23 |                |       |   |
| Duncan's Multiple Range Test                 |                |       |   |
| LSD value = 5.801                            |                |       |   |
| s <sub>x</sub> = 2.088 at alpha = 0.050      |                |       |   |
|  | Original Order |       |   |
| Mean   | 1 =            | 71.59 | B |
| Mean   | 2 =            | 72.88 | B |
| Mean   | 3 =            | 83.09 | A |

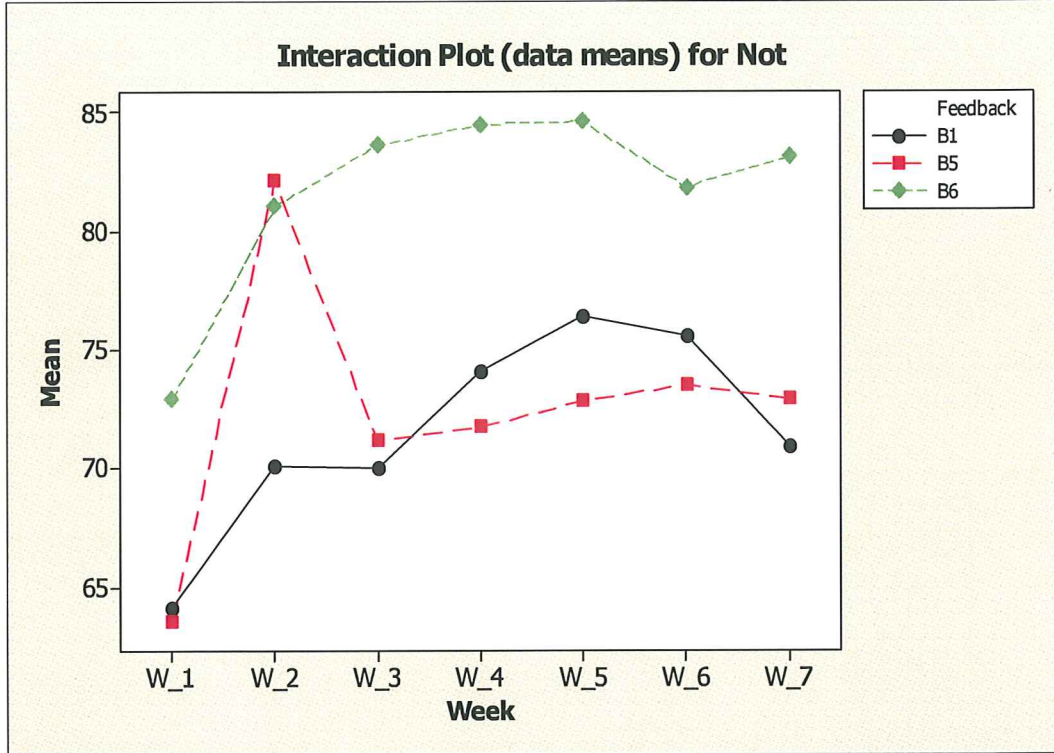
The last week of the weekly writing assignments was significant in terms of evaluating the process and the improvement of the students. In fact the last week's results are quite surprising as no group outperformed other groups. The mean score of class B1 was 78.43 out of a hundred, the mean score of class B5 was 75.88, and the mean score of class B6 was 74.52 out of a hundred. As the mean scores and their letter representations show, the difference between the mean scores of the classes is not significant furthermore the results are quite close to each other.

**Table 10: Duncan's Test Results for the Comparison of the Mean Scores for the Eighth Week**

|  |                |       |   |
|--|----------------|-------|---|
| Error Mean Square = 100.3                    |                |       |   |
| Error Degrees of Freedom = 520               |                |       |   |
| No. of observations to calculate a mean = 23 |                |       |   |
| Duncan's Multiple Range Test                 |                |       |   |
| LSD value = 5.801                            |                |       |   |
| s <sub>x</sub> = 2.088 at alpha = 0.050      |                |       |   |
|  | Original Order |       |   |
| Mean   | B1 =           | 78.43 | A |
| Mean   | B5 =           | 75.88 | A |
| Mean   | B6 =           | 74.52 | A |

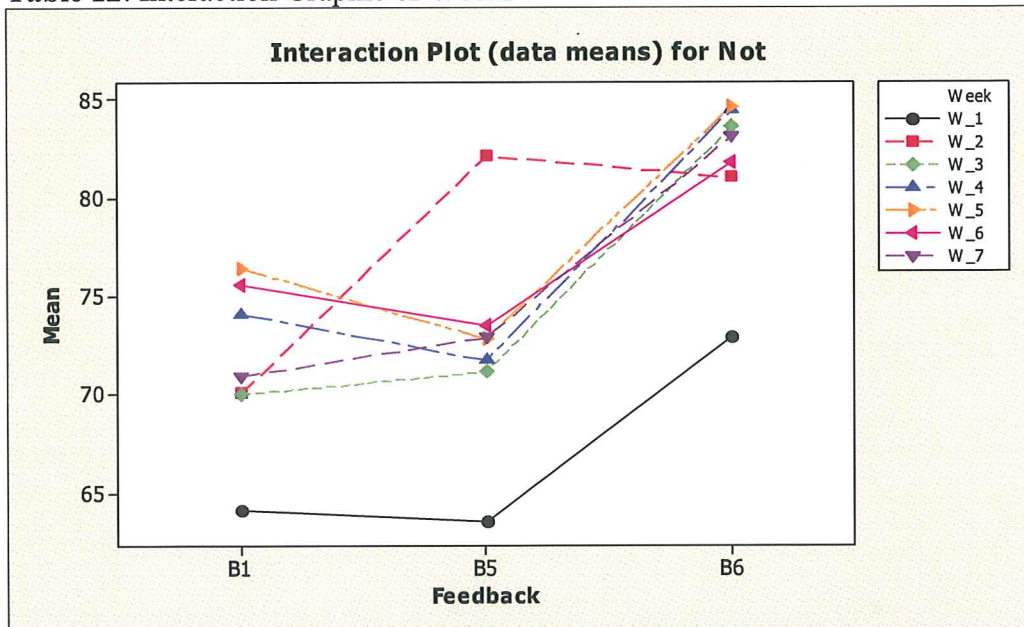
After analyzing the weeks separately and looking into the details of the results in detail, interaction graphics are structured to see the interaction between the weeks and grades, to see the whole picture more clearly. When we look at the successes of feedback types during the changing weeks, we are too see in the first week the feedback that is given to B1 and B5, direct corrective feedback and indirect underlining feedback, started at the same level. The grades of the students who received coded type of error feedback, B6, are quite higher in at the very beginning. In the second week, the grades of the students getting underlined type of mistake, B5, got closer to the grades of students getting the coded type of feedback, B6. Apart from this exceptional week, the grades of the students who are getting the coded type of error feedback are always higher than the other grades of the students getting direct corrective feedback and underlined type of feedback.

**Table 11: Interaction Graphic of Feedbacks**



The same procedure is applied to the means of the weeks for each feedback types. Each week is analyzed the weekly changes in the mean scores of the classes.

**Table 12: Interaction Graphic of Weeks**



#### 4.1.4 Results of the Post- Test

For eight weeks, the students received the treatment. They wrote an essay each week, got feedback and rewrote it using the feedback. At the end of the study, a post-test was conducted to determine whether the performances of the three groups vary as a result of the three different types of feedback they had been exposed to for 8 weeks. The same technique and procedure used for the pre-test was repeated for the post-test. One-way ANOVAs test was used with the aim of comparing the means of the three classes. This post-test will be helpful in answering the first research question and to understand which type of feedback was more useful to improve students writing proficiency in terms of accuracy, vocabulary use and mechanics. It is quite significant to analyze the final state of the students in terms of evaluating the efficiency of each type of feedback.

The post-test scores of the students in class B1 ranged from 68 to 98, 5 with a range of 30, 5. The mean score of the test was 78, 43 (SD=9.36) out of 100. For class B5 the post-test scores ranged from 50 to 92, 5 with a range of 42, 5. The mean score of class B5 is 75, 88 (SD= 9, 92) out of 100. As for class B6, the post test scores of the students ranged from 27, 5 to 90 with a range of 62, 5. The mean score of class B6 was 74, 52 (SD= 14, 35) out of 100.

So as to determine whether there was a significant difference between the post test scores of the three classes, again one-way ANOVAs test was conducted. According to the results of the one-way ANOVAs test, p was 0, 515. As  $p > 0.05$ , the result is not statistically significant and there is no evidence suggesting that the three means are significantly different (see table 13). Thus the different treatments applied in these different groups of students have proven no difference in terms of improving students' accurate language use in writing.

**Table 13: One-Way ANOVAs Test for the Post-Test**

| One-way ANOVA: Post-Test versus Class |    |      |     |      |       |
|---------------------------------------|----|------|-----|------|-------|
| Source                                | DF | SS   | MS  | F    | P     |
| Class                                 | 2  | 174  | 87  | 0,67 | 0,515 |
| Error                                 | 65 | 8430 | 130 |      |       |
| Total                                 | 67 | 8604 |     |      |       |

S = 11,39    R-Sq = 2,02%    R-Sq(adj) = 0,00%

Individual 95% CIs For Mean Based on Pooled StDev

| Level | N  | Mean  | StDev | CI Lower | CI Upper |
|-------|----|-------|-------|----------|----------|
| B1    | 22 | 78,43 | 9,36  | 68,71    | 88,15    |
| B5    | 24 | 75,88 | 9,92  | 65,94    | 85,82    |
| B6    | 22 | 74,52 | 14,35 | 55,82    | 93,22    |

Pooled StDev = 11,39

#### 4.2 Analysis of the Qualitative Data

The qualitative data came from the semi-structured group interviews which were made with the students at the end of the study. Analysis of this data will be presented in relation to the second research question which aimed to find out the students' attitudes to and reflections on the feedback types that they have been given during the semester.

The group interviews consisted of 3 parts and a group of students from each class are interviewed and recorded with a web cam and a software called windows movie maker for later scrutiny. The same questions are asked to the tree group of students who received different types of corrective feedback.

#### 4.2.1 Students' Thoughts about the Study

**Question 1:** What kind of feedback has been given to you in your weekly writings? And did you like it?

Various answers have been given to this question. Students first described the kinds of error corrections that they are accustomed to seeing in their weekly papers. Some of these responses were as follows:

Ayşe: "My teacher gave comments about my organization and underlined my other mistakes." (student from underlined feedback group)

Burak: "My teacher corrected all my mistakes and I rewrote them for the next draft." (Student from correction feedback group)

Ceyla: "I didn't understand the small letters and codes under some of my words and sentences" (Student from coded type of feedback group)

Deniz: "I like my teacher's feedback because she has corrected every mistake so all I needed to is to rewrite them" (Student from correction feedback group)

Erol: "I just didn't quite understand why the teacher underlines some parts of my sentences without telling anything. How should I know how to correct them?" (Student from underlined type of feedback group)

**Question 2:** Would you like to suggest an alternative technique for the editing and evaluation of your papers or are you happy with the present feedback system of your teachers?

Ali : "I want my teacher to correct all my mistakes]" (Student from underlined feedback group)

Beril: "I don't want to be bothered with detecting mistakes; teachers should tell us our mistakes" (Student from underlined type of feedback group)

Cenk: "If I knew every mistake of mine, why I am the student and they are the teachers? They should correct our mistakes."

Necla: "I don't want to see all those red scratches on my paper! They make me feel that my paper is useless" (Student from coded type of feedback group)

**Question 3:** Was the feedback you got through the semester helpful for you to improve your writing skills and grades?

Ali: “Yes it was because when I first started preparatory class I couldn’t write anything but now I am able to write a two pages essay.” (Student from coded feedback group)

Serkan: “No, because no matter what I did I couldn’t pass the exams.” (Student from underlined feedback group)

Fatma: “Yes, it was quite useful because my grades are getting higher and higher day by day” (student from correction feedback group)

**Question 4:** What did you do with the feedback you have been given? Have you tried to work on it carefully or have you put your paper aside after you get it?

Demir: “I did all the corrections the teacher asked and then I submitted it.” (Student from correction feedback group)

Can: “I couldn’t do anything most of the time because I didn’t understand the underlined parts and I didn’t understand what the mistake was” (Student from underlined feedback group)

Ceren: “After looking at the type of mistake, I searched alternative uses to replace the incorrect ones” (Student from coded feedback group)

After looking at all the students’ answers to the questions about feedback types, it is seen that most of the students finds underlined type of feedback confusing and tiring as they don’t understand what the mistake is. They have difficulty in detecting the type of mistakes, so they cannot correct it most of the time.

As for correction type of feedback, students seem quite happy with that kind of feedback as it makes them easier to rewrite a copy and it is not hard work on part of the students. However, students are not thinking about their mistakes most of the time and they only replace their mistakes with the alternatives given by their instructor without making any changes. This type of feedback is a little bit spoon feeding for students as it makes them less creative.



Coded type of feedback seems to be the most favored one among the students as they have the chance to know the types of their mistakes and search for alternative uses. It detects the mistake, tells the type of the mistake in form of error codes, but does not provide the correction of the mistake, which encourages the students to search for the correct uses.

## CHAPTER V

### CONCLUSION AND IMPLICATIONS

#### **5.0 Presentation**

This chapter presents the summary of the study, the discussion of the findings, implications and recommendations for further studies.

#### **5.1 Summary of the Study**

The purpose of the study was to shed a light to the question of corrective feedback to compare three different types of feedback in order to understand how salient error correction should be to help the students improve their general writing skills. The specific aim of the research was to determine whether the students who received most direct or salient type of feedback would score better on the post test as compared to those who received less indirect type of corrective feedback. It was expected at the end of the study that the students who received the more direct and salient type of corrective feedback would score better in the final writing exam and show more improvements in terms of accuracy of their writings. Therefore, the result of the study would contribute to the adapting of corrective feedback in the English Language Curriculum of the preparatory school of TOBB ETU.

Another aim of the study is to understand to what extent the type of corrective feedback on linguistic errors determines the general performance in new pieces of writing. In other words it is wondered whether there is any improvement in new pieces of writing after the students receive corrective feedback.

Additional aim of the study is to learn about the students attitudes about the feedback types they have been provided during the semester and learn what are their preferred type of feedback.

Various types of instruments were used in this study. A pre-test and post were administered as well as weekly regular analysis of the students writing grades. The

pre-test which was the part of the September 2007 proficiency exam was applied at the beginning of the study in order to see the proficiency level of students before starting to the experiment. The scores the students received in the pre-test were recorded and the means of the pre-test scores of the three B level classes were compared through One-Way Anova Test. The results of the test showed that the three B level classes were not significantly different in terms of their writing performance at the beginning of the study. (See table 2)

While the three B level classes were receiving three different types of corrective error feedback on their writings on a regular weekly basis, each week is analyzed comparatively with the help a Duncan Test to see the interaction between weeks and between feedback types. Each week the mean scores of the weekly grades are calculated and their means are analyzed comparatively to see whether any differences on a weekly basis. For eight weeks, the students in three different classes received three different types of corrective feedback for their grammar, vocabulary and other mechanical mistakes in writing and they wrote weekly assignments which were graded by their writing instructors. The data that have been collected were evaluated with the repeated measurement technique using 'Duncan's Test' which enables us to see the interaction between weeks and the weekly change of a single class as well as the interaction between different weeks and different classes. In this measurement technique, we have two factors that are weeks and feedback types. The feedback factor has three levels namely correction, coded and free and week factor has eight levels. The repeated measures analysis will be carried out on the level of weeks because the repeating factor is the weeks. With this measurement technique, we are aiming to decide during which weeks the difference between averages of the classes becomes significant and within which weeks the difference between the means of the three classes is insignificant.

With this aim in mind, each week was analyzed separately before looking at the interaction between them. In this repeated measurement technique, different letters indicate the difference is significant while identical letters indicate the difference is

insignificant in other words the letters between the mean score of each type of feedback must be checked carefully to see whether any significant difference between the mean scores. According to the results, interaction tables are created to see the changes in mean scores of the three classes on a weekly basis (see table 11 and 12) the interaction tables and the analysis of the weekly regular assignment are crucial in this study in terms of giving an insight about the minor changes resulting from the feedback treatment. Although the post test results yielded no significant difference among the three groups, when we carefully scrutinize the results of weekly writings, we see that the mean score of the students who got 'coded type of corrective feedback' are relatively higher than the grades of other two B level classes and on a weekly basis coded type of feedback caused more improvement in new pieces of writing than the other types of feedback, namely direct correction and underlining. We can argue that a simple pretest and post test is not enough to get an insight about the improvement of students so we have to look more deeply to the details and observe student improvement more closely. At this point, the comparison of the weekly writing grades of students and comparison with the Duncan's Test was highly helpful in observing the student success closely.

After the treatment completed and all the weekly homework are collected and analyzed a post test was administered to all three groups. The post test scores were recorded and mean scores of the post test results were calculated for each group of students through One-Way Anova and again the results showed no significant difference among three groups. (see table 3)

The qualitative data was obtained through semi-structured interviews with the students from three B level classes receiving different types of corrective feedback on their written assignment. A sample group of students from each group has been chosen as a representative of the group to be interviewed because of the time restrictions. The students who brought their writing assignments regularly are chosen and interviewed by the researcher and their responses to the questions are recorded for later scrutiny. The questions asked by the interviewer are open-ended

questions in relation to the study, the students stated that they liked being completely corrected or they stated they didn't understand when their mistakes were only underlined and left without any explanation. Some of them expressed their appreciation about the feedback type he/she had been given. Especially, students from class B1, who got the most direct and salient type of corrective feedback, stated that it was very easy for them to create an additional draft because all they should do is to replace the incorrect uses with the alternatives provided by the teacher. Some students from class B5 are not satisfied with the feedback type that they have been given because they don't know how to correct their mistakes and most of the time they don't understand the type of the mistake.

The advantages of the study were as follows; because of the scarcity of the available research on corrective types and their efficiency in foreign language contexts, instructors and students were acting intuitively or according to the traditional ways of giving feedback. There are a few studies focusing on the effect of different types of writing feedback and fewer ones focus on how explicit the feedback on mechanical linguistic errors should be to be more helpful to students to improve their writing skills. At this point this study is quite helpful in terms of shedding light to the problem of foreign language writers. It highlights the difference of writing in a foreign language from writing in a second or native language and it emphasizes the difficulties of improving a productive skill in a foreign language.

The study is also quite comprehensive compared to the studies that are done in the area because of having additional analysis procedure which helps the researcher to get an insight about the research area. Apart from the pre-test and post test the students in the study are carefully observed through weekly assignment and the comparison of their grades. Three different B level classes and their changing grades are carefully watched and recorded later on they have been compared using a special kind of statistical test, Duncan's Test, which help the researcher see the interaction between three different types of error correction techniques. It is much

more useful than simply looking at the pre-test and post test results and make comments out of single exams. Improvement in writing in a foreign language is a longitudinal process, so it has to be observed at every stage to see the changes in students' performances. By looking at the every single writing homework and weekly writing grades of the students, the researcher got the chance to see to what extent the feedback types are efficient in improving the subsequent pieces of writing and whether the students make use of the feedback they are given. It is quite difficult to understand with only a post-test the students made any progress or not but keeping a regular eye on their improvements help us more to comment on their improvements.

Another advantage of the study is to its effect on raising the students' awareness about writing feedback types. The students generally are passive in this stage and do not question the writing feedbacks they are given. They accept any kind of feedback because they are not informed about the alternative solutions. During this research, they have been asked questions which help them gain a perspective about writing feedback and they realized that they have a choice. They got the chance to express their feeling and ideas about the feedback types which they have been exposed to for a while.

Not many disadvantages were seen, the basic one is that it was quite hard work to make multiple drafts and weekly grading sections on the part of the teacher. The students were quite happy to receive the feedback, and being watched carefully about their progresses. One difficulty was to make the each student bring a paper every week; some students don't usually do their homework so they had to be excluded from the study in order not to affect the validity of the results.

Another disadvantage of the study may be the fact that it doesn't have a control group which is receiving no feedback, so if we are to talk about the effectiveness of error correction and say that it is necessary, a control group may help us to have a better picture of the situation.

One more limitation is that our sample of students is a small one so the results of the study cannot be generalized too much. The results should be evaluated within its own contexts and in similar contexts.

## **5.2 Discussion of Findings**

The fact that there is not a statistically significant difference among the three B level classes which were getting different types of corrective feedback for their mechanical mistakes raises many questions to be answered. The form and the amount of writing feedback has been a debatable issue for a long time among language teaching experts and this study directly addressed the issue of writing feedback and questioned the usefulness of different types of feedback in terms of improving the students' general writing skills.

Before going into detail about the mechanics of a paper, it will be better to see the whole picture about 'writing feedback' in terms of knowing where the results of this. Much of the foregoing argument focused on getting students to think about their readers when they write papers. This advice also applies to language instructors while they are writing feedback. They must think about the student's perception in reading these comments in order to make their feedback more useful and to the point. It may not be clear to the student which comments are more or less important. The errors that are easy to correct are frequently the most apparent errors at the sentence level. Sometimes the instructor even provides the correction; the student may correct the misspellings and errors of usage and unclear phrases and figure that the draft is perfect, while failing to notice the marginal comment "This part of your argument needs more support."

The order of importance must be easily noticeable in the instructor's comments. The student should know immediately which aspects of the paper need the most work, which need less work, and which aspects have been handled well. Foreign language writers may or may not be able to make those judgments themselves. Even if

students were able to make such judgments when asked, they may not do it spontaneously.

The easiest way to make the hierarchical structure of comments apparent is to write a long comment at the end of the paper and to make clear what the student needs to work on. The relative significance of each of the problems should be raised and suggestions should be made. Too often, the most vital comment will be a phrase like "develop the argument for educational systems further," which may get buried among other comments or, even worse, may go unnoticed in a margin. The students may not recognize such a comment while they are absorbed in correcting the mechanics of the paper.

The instructor should not only list the most important comment first and label it as important, but should also describe in appropriate detail why it needs work. Why is the argument for educational systems inadequate? Is it unclear? In what way? Are there counterarguments that the author should have anticipated? The comments should tell the writer the ways in which you, the reader, found the paper lacking or confusing. The student thought the argument for educational systems was strong when the draft was turned in and will not see that it is weak on reading it a second time, even when knowing the instructor thinks it is.

Finally, a hierarchical structure to comments allows the instructor to emphasize the improvement of the paper and future papers, rather than to emphasize the grade. Rather than writing an evaluation of the paper, the instructor's message can be "here's the most significant thing you can do to make this paper even better." The emphasis is on teamwork between the instructor and student on improving the draft, rather than on the evaluation of the student's work.

In the middle of these 'content versus mechanics' debates, the results of this study underlines the fact that 'mechanics' in a student writing should be handled carefully in order to prevent students writing papers which are full of mistakes and hard to



understand. As it is known, writing is the written form of communication and it is as significant as other communicative skills in terms of giving the right message to the reader. Writing instructors in language classes take up different stances about how much emphasis should be given to the mechanics of students' writings. An overemphasis on the mechanics of writing is the way some instructors most frequently handle a student's text while other instructors are more interested in the content of the students' writings. Such a division doesn't help find a solution to the problem instead it makes the situation more complicated because the students' papers should be seen as a whole at the stage of evaluation for effective results. Mechanics of a student writing should be considered as significant as the content of the paper because errors in 'mechanics' blurs the meaning most of the time and consequently affects the content of the paper negatively. In earlier studies the obsession with the mechanics of a student's paper made the instructors think that every error in the papers should be corrected and the students' performance should be evaluated on the basis of the number of mechanical errors. The tendency to work only on the mechanics of a student's paper was the widespread practice in language classrooms but more recent studies indicated the fact that only mechanical corrective feedback doesn't help the students improve their writing performances.

The result of this study is not quite different from the ones that are explained in the literature review part. Most of the earlier studies which were conducted to test the usefulness of different type of corrective feedback, yielded no significant difference between different types of corrective feedback on mechanics of a paper. This study is also not so much different from the earlier studies in terms of design and finding. It is quite similar to the study of Robb & Ross (1986) in which they investigated the relative merits of indirect and direct feedback by comparing four types of error treatment, each of which provided EFL writers with progressively less salient information for making revisions in their compositions. The similarities between this study and Robb & Ross' study in terms of design and findings are quite obvious. For both studies the classroom activities for each group were identical and the variable manipulated by the investigator was the type of feedback learners in

each group received. The investigators tested the hypothesis that more salient error-feedback treatments would have a significant effect on improving the student's overall writing quality. Thus, the study was designed to verify the findings of Lalande (1982), Hendrickson (1978), and Semke (1984) in an EFL context. This study is quite parallel to the study of Robb & Ross not only in terms of comparing three different types of error treatment to see whether more salient forms of feedback are more useful or not but also in terms of the findings. In both studies, the quantitative data obtained from the statistical analysis indicated that there is not a significant difference among the groups of students who are getting different types of feedback to their writings. The results of the post test signified that the changes done on the types of corrective feedback didn't result in a significant difference on the writing performances of students.

At this point a famous question comes to the foreground, if such treatments don't result in statistically significant differences, should we totally abandon all types of corrective feedback on mechanics? Should we completely turn to feedback on content? Or Should we consider the limitations of our study and try to design more big-scale, comprehensive studies in order to get more reliable results? While answering such questions the scholars who are interested in exploring the area of writing feedback are divided into two in their evaluation of the usefulness of corrective feedback on mechanics.

Since the publication of Truscott's (1996) review article, in which the author presents a powerful and persuasive case for the complete abandonment of grammar correction, it has perhaps become necessary to give some justification for responding to form in student writing. This study is mainly designed with this aim in mind and takes support from Ferris' argument which was written as a response to Truscott (1996) in 1999. Ferris has offered some reasons for continuing to give error correction. These have, in turn, been rebutted by Truscott (1999)

Many teachers correct the grammar of their students' papers in the belief that this will help them improve the accuracy of subsequent writing. Truscott (1996) argues

that this is a misguided attempt and that teachers should abandon grammar correction because it fails to achieve its objective. Other teachers, however, may give grammar correction (and lexical and mechanical correction) principally for completely a different reason. These teachers may be of the opinion that giving certain kinds of corrective feedback helps their students to improve the communicative effectiveness of a particular piece of writing. Possibly affected by process approaches to teaching writing, corrective feedback has a short-term rather than a long-term goal for these teachers. It is not particularly concerned with developments in the accuracy of subsequent writing, although such improvements would obviously be welcome; it is mainly concerned with improvement in the linguistic accuracy of one written product. Even though Truscott's argument is a influential one, it is not as all encompassing as many may believe because it does not acknowledge this alternative purpose for corrective feedback. Providing corrective feedback for this alternative purpose is not essentially undermined by Truscott's argument.

Another associated issue is that giving form feedback, including certain kinds of grammar correction, is justified on the grounds that the formal accuracy of the written product matters. Process writing advocates acknowledge, just the many others, the significance of linguistic accuracy because it is bound up with the communicative efficiency of a piece of writing. Grammar correction is seen as one way of helping writers to improve the accuracy of a piece of writing and in turn, therefore, to improve its communicative effectiveness. Admittedly, this is often left unstated in much of what is written about process writing, but occasionally this is put more explicitly (White & Arndt, 1991, p. 172). Accuracy is not seen as an aspect of writing that should dominate instruction, of course, far from it. It is seen as a secondary concern lower in priority than concerns about meaning or content. It is, however, recognized as an important aspect of the final product that, if not handled appropriately to, will negatively affect communication. In this connection, Ferris and Hedgcock (1998) have quoted evidence from error gravity studies as a reason for continuing with error correction. Some of these studies show how L2

student writing is negatively evaluated by university faculty, in part for its formal inaccuracy. Unfortunately, evidence is often indirect and contradictory on the issue of how much linguistic accuracy is a factor in readers' evaluations of texts (e.g., Carlisle & McKenna, 1991; Santos, 1988; Vann, Lorenz, & Meyer, 1991).

### **5.3 Implications**

Implications for classroom practices of the study can be as follows; the instructors can do little questionnaires at the beginning of the academic year to learn about the feedback preferences of their students and act accordingly. They want to talk to their students and inform them about different types of feedback. They give their students each week a sample feedback session to observe how they are reacting against the feedback types that they are given regularly.

The fact that there is not a significance of the between the writing performance of student who are getting different types of corrective feedback does not necessarily mean that every group of students can make use of every kind of feedback. There are certainly more useful feedback types for different group of students. And their attitudes about the feedback types they are receiving are quite effective in their success in writing so the results of this study imply that students' needs differ in different contexts. Instructors can make little experiments on their students to see which type of feedback is more useful for them. Instead of questioning the usefulness of corrective feedback, all instructors can explore the area of writing feedback in order to detect what kind of feedback is more useful for their students, that is to say, the key point in the research of writing feedback should be the type and focus of feedback. If we are to analyze the corrective feedback types, we are most likely to see that vague comments, like hyper specific comments, change the function of the feedback on papers. Such comments do not help the student write a better draft because they do not provide enough direction. They tell the student that something is wrong, but do not help the student learn how to fix it. The only message is that something is wrong. For instance, the underlined type of feedback

that was used in this study was such kind of a feedback, so the students felt confused.

Another issue in writing feedback field is the function of the feedback or how the instructors should use the feedback. Should the function of feedback be to improve the draft or to evaluate the student?

#### **5.4 Recommendations**

For a similar study in the future some recommendations will be useful. First of all, process approach to writing and multiple drafting strategies takes a lot of time and requires hard work, so both the students and the instructors will need longer time for drafting and revising. And writing improvement takes a lot of time, so it is best to carry out a study in a longer term to get more reliable results.

Secondly, an experimental group can be useful in such a study in terms of seeing the effect of non-feedback and feedback comparatively. This way we can see the difference between the students who are getting different types of corrective feedback and students who don't receive corrective feedback.

Furthermore, the students can be informed beforehand about the feedback types they will be exposed to in the future so that they can make better comments while they are being interviewed. Moreover, the number of the studies which focuses on the effectiveness of corrective feedback is very scarce especially in foreign language contexts.

Finally, teachers in foreign language classes should take training on how to improve their feedback methods and learn what kind of feedback is useful for their own contexts.

One last recommendation for the researchers wishing to analyze the effects of different types of feedback on students writing skills is to make more broad observations instead of being satisfied only with the results of the pre-test and post test. They should keep a close eye to the every single development in students' writing to see the effect of the feedback they have been providing for a long time.

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## APPENDICES

### APPENDIX A

#### PRE-TEST AND POST TEST SCORES FOR CLASS B1

| Department                       | Pre-Test | Post-Test |
|----------------------------------|----------|-----------|
| Elektrik Elektronik Mühendisliği | 70       | 68        |
| İşletme                          | 70       | 71,5      |
| Endüstri Mühendisliği            | 65       | 70        |
| Makine Mühendisliği              | 65       | 77        |
| Elektrik Elektronik Mühendisliği | 60       | 83        |
| Makine Mühendisliği              | 70       | 74        |
| Elektrik Elektronik Mühendisliği | 65       | 84,5      |
| İktisat                          | 60       | 70,5      |
| Türk Dili ve Edebiyatı           | 70       | 98,5      |
| Uluslar arası İlişkiler          | 65       | 70        |
| Uluslar arası İlişkiler          | 50       | 76,5      |
| Makine Mühendisliği              | 66       | 64        |
| İşletme                          | 65       | 79,5      |
| Uluslar arası İlişkiler          | 55       | 74,5      |
| Elektrik Elektronik Mühendisliği | 66       | 75        |
| Makine Mühendisliği              | 67       | 82        |
| Makine Mühendisliği              | 60       | 92,5      |
| Elektrik Elektronik Mühendisliği | 68       | 73        |
| Matematik                        | 67       | 92        |
| Türk Dili ve Edebiyatı           | 70       | 88,5      |
| Uluslar arası İlişkiler          | 65       | 70        |
| Elektrik Elektronik Mühendisliği | 67       | 91        |

**APPENDIX B**  
**PRE-TEST AND POST TEST SCORES FOR CLASS B5**

| <b>B5</b>                        |          |           |
|----------------------------------|----------|-----------|
| Department                       | Pre-Test | Post-Test |
| Elektrik Elektronik Mühendisliği | 55       | 81        |
| Sanat ve Tasarım                 | 60       | 80        |
| Uluslar arası İlişkiler          | 60       | 70        |
| İşletme                          | 65       | 59        |
| İşletme                          | 55       | 67        |
| İşletme                          | 60       | 77        |
| Makine Mühendisliği              | 65       | 69        |
| Bilgisayar Mühendisliği          | 65       | 92,5      |
| Sanat ve Tasarım                 | 60       | 80,5      |
| Uluslar arası İlişkiler          | 55       | 79        |
| Tarih                            | 60       | 68        |
| Bilgisayar Mühendisliği          | 70       | 75        |
| Uluslar arası İlişkiler          | 66       | 75,5      |
| Uluslar arası İlişkiler          | 67       | 91        |
| Sanat ve Tasarım                 | 65       | 50        |
| Uluslar arası İlişkiler          | 66       | 69        |
| Sanat ve Tasarım                 | 67       | 80        |
| Makine Mühendisliği              | 66       | 74        |
| Makine Mühendisliği              | 68       | 87        |
| Endüstri Mühendisliği            | 70       | 83        |
| İşletme                          | 60       | 75,5      |
| Elektrik Elektronik Mühendisliği | 55       | 67        |
| Endüstri Mühendisliği            | 60       | 86        |
| Elektrik Elektronik Mühendisliği | 55       | 85        |

**APPENDIX C**  
**PRETEST AND POST TEST SCORES FOR CLASS B6**

| <b>B-06</b> |            |          |           |
|-------------|------------|----------|-----------|
| No          | Student No | Pre-test | Post Test |
| 1           | 7130188    | 60       | 77        |
| 2           | 7110364    | 60       | 77        |
| 3           | 7330565    | 66       | 86        |
| 4           | 7120604    | 65       | 80,5      |
| 5           | 7150188    | 70       | 88,5      |
| 6           | 7120629    | 60       | 70        |
| 7           | 7220042    | 60       | 68        |
| 8           | 7150452    | 70       | 77        |
| 9           | 7110581    | 66       | 87        |
| 10          | 7120637    | 65       | 76        |
| 11          | 7130243    | 70       | 85        |
| 12          | 7310444    | 70       | 83        |
| 13          | 7330122    | 60       | 77        |
| 14          | 7150557    | 75       | 82        |
| 15          | 6230042    | 50       | 45        |
| 16          | 7410348    | 65       | 27,5      |
| 17          | 7120485    | 60       | 78        |
| 18          | 7320493    | 70       | 90        |
| 19          | 7150147    | 60       | 75,5      |
| 20          | 7110573    | 55       | 77        |
| 21          | 7110307    | 60       | 65,5      |
| 22          | 7110139    | 60       | 67        |



**APPENDIX E  
CAUSE EFFECT ESSAY SCORING CRITERIA**

|   | 1. Grammar  | 2. Vocabulary  | 3. Sequencing (Organization)   | 4. Transitions   | 5. Spelling & Punctuation  | 6. Format   | 7. Thesis Stated in Intro Prgh.   | 8. Topic Sentences  | 9. Evidence and Examples   | 10. Concluding paragraph  |
|---|---|--|--|--|--|---|---|---|--|---|
|   | (4/3/2/1)   | (4/3/2/1)  | (4/3/2/1)  | (3/2/1/0)  | (3/2/1/0)  | (2/1/0)   | (2/1/0)   | (2/1/0)   | (3/2/1/0)  | (3/2/1/0)   |
| 4 | Occasional grammatical inaccuracies; i.e., some grammatical inaccuracies not affecting the communication  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Causes and effects are provided in a logical order that makes it easy and interesting to follow the author's train of thought and it effectively describes the subject using | A variety of appropriate linkers are used. They clearly show how ideas are connected.          | Almost no inaccuracies in spelling and punctuation                         | The essay has an introduction minimum two body paragraphs, and a conclusion   | In the introductory paragraph there is a well-written thesis statement that strongly names the opinion of the essay | AU paragraphs have topic sentences supporting the thesis statement  | All of the cause and effect sentences are specific, relevant and AU explanations are given that show how each piece of idea supports the author's opinion    | The conclusion is strong and leaves the reader solid understanding of the writer's opinion. Effective restatement of the opinion statement begins the closing paragraph |
| 3 | Some grammatical inaccuracies (some of the sentences contain one or two errors; however these errors do not cause problems in making out the message) | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.                | Causes and effects are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought, however some may not be satisfactory        | Linkers clear by show how ideas are connected, but there is little variety                     | A few inaccuracies in spelling and punctuation                             | The essay has a AU subparts, however, one or two are not at sufficient length or although thesis statement is written there is no introduction at all | In the introductory paragraph there is the thesis statement names the opinion of the essay.                         | AU paragraphs have topic sentences, but one or two may be weak in supporting the thesis statement                               | Most of the cause and effect sentences are specific, relevant and most explanations are given that show how each piece of idea supports the author's opinion | The conclusion is recognizable. The author's opinion is restated within the first two sentences of the closing paragraph.   |
| 2 | One or two grammatical inaccuracies in most of the sentences some of which cause the reader problems in making out the message                        | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.   | A few of the causes and effects are not in an expected or logical order, distracting the reader and making the essay seem a little confusing                                 | Some linkers work well; but connections between ideas are fuzzy or there aren't enough linkers | Some inaccuracies in spelling and punctuation                              | One of the paragraphs is missing, however, the whole essay seems meaningful   | In the introductory paragraph there is a thesis statement does not name the topic.                                  | There are missing topic sentences and the topic sentences written have problems in supporting the thesis statement              | Few of cause and effect sentences are relevant and has an explanation that shows how that piece of idea supports the author's opinion                        | The author's opinions or the ideas aren't restated well enough or only the concluding sentence is mentioned or stated   |
| 1 | Almost all grammatical patterns inaccurate (the reader having constant problems in making out any message due to poor grammar)                        | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.     | Many of the causes and effects are not in an expected or logical order, distracting the reader and making the essay seem very confusing.                                     | Linkers are few and most fail to link ideas  | Almost all spelling inaccurate and ignorance of conventions of punctuation | The essay has missing subparts which critically affect the format   | No thesis at all  | No topic sentence at AU or the topic sentences presented are irrelevant, does not support the ideas presented in the paragraphs | cause and effect sentences are NOT relevant AND/OR are not explained.  | There is no conclusion- the paper just ends   |

**APPENDIX F**  
**ANALYTICAL SCORING SCALE FOR COMPARE AND CONTRAST**  
**ESSAY**

|   | 1. Grammar   | 2. Vocabulary  | 3. Sequencing (Organization)   | 4. Transitions  | 5. Spelling & Punctuation   | 6. Topic Sentences   | 7. Concluding sentence   | 8. Evidence and Examples  |
|---|--|--|--|---|---|--|--|---|
|   | (4/3/2/1)  | (4/3/2/1)  | (4/3/2/1)  | (3/2/1/0)   | (3/2/1/0)   | (2/1/0)  | (2/1/0)  | (3/2/1/0)   |
| 4 | Occasional grammatical inaccuracies; i.e., some grammatical inaccuracies not affecting the communication.  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Compare & contrast sentences are provided in a fairly logical order that makes it easy and interesting to follow the author's train of thought and it effectively describes the subject using clear, appropriate and sufficient details. | A variety of appropriate linkers are used. They clearly show how ideas are connected.   | Almost no inaccuracies in spelling and punctuation.                         | The two paragraphs have well-written strong topic sentences  | The two paragraphs have well-written strong conclusion sentences   | All of the pieces of the compare & contrast sentences are specific, relevant and has an explanation that shows how each piece of idea supports the topic.       |
| 3 | Some grammatical inaccuracies (some of the sentences contain one or two errors; however these errors do not cause problems in making out the message). | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.                | Compare & contrast sentences are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought, however some may not be satisfactory.   | Linkers clearly show how ideas are connected, but there is little variety. / There is enough variety but some linkers aren't used correctly | A few inaccuracies in spelling and punctuation.                             | The two paragraphs have topic sentences, but one or two may be weak. / One of the topic sentences may be missing | The two paragraphs have conclusion sentences, but one or two may be weak. / One of the conclusion sentences may be missing | Most of the compare & contrast sentences are specific, relevant and most explanations are given that show how each piece of idea supports the author's opinion. |
| 2 | One or two grammatical inaccuracies in most of the sentences some of which cause the reader problems in making out the message.                        | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.   | Some of the Compare & contrast sentences are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.   | Few linkers are used some of which are either too simple or incorrectly used.   | Some inaccuracies in spelling and punctuation.                              | The body paragraphs do not have topic sentences  | The body paragraphs do not have concluding sentences   | Few of the compare & contrast sentences are relevant and has an explanation that shows how that piece of idea supports the author's opinion.                    |
| 1 | Almost all grammatical patterns inaccurate (the reader having constant problems in making out any message due to poor grammar).                        | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.     | Many of the Compare & contrast sentences are not in an expected or logical order, distracting the reader and making the essay seem very confusing.   | Almost no linkers are used.   | Almost all spelling inaccurate and ignorance of conventions of punctuation. |  |  | Compare & contrast sentences are NOT relevant AND/OR are not explained.   |

**APPENDIX G**  
**SCORING SCALE FOR THE OPINION ESSAY**

|   | 1. Gram mar   | 2. Voca bulary   | 3. Sequencing (Organization)   | 4. Transitions  | 5. Spelling & Punctuation  | 6. Form at  | 7. Thesis Stated in Introductory Paragraph   | 8. Topic Sentences  | 9. Evidence and Examples  | 10. Concluding paragraph  |
|---|---|--|--|---|--|---|--|---|---|---|
|   | 4/3/2/1   | 4/3/2/1  | 4/3/2/1  | 3/2/1/0   | 3/2/1/0  | 2/1/0   | 2/1/0  | 2/1/0   | 3/2/1/0   | 3/2/1/0   |
| 4 | Occasional grammatical inaccuracies, i.e., some grammatical inaccuracies not affecting the communication  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Opinions are provided in a logical order that makes it easy and interesting to follow the author's train of thought and it effectively describes the subject using clear, appropriate and sufficient details | A variety of appropriate linkers are used. They clearly show how ideas are connected.   | Almost no inaccuracies in spelling and punctuation                         | The essay has an introduction minimum two body paragraphs, and a conclusion. All are at sufficient length                   | In the introductory paragraph there is a well-written thesis statement that strongly names the opinion of the essay    | All paragraphs have topic sentences supporting the thesis statement   | All of the opinion sentences are specific, relevant and explanations are given that show how each piece of idea supports the author's opinion.  | The conclusion is strong reader solidly understand opinion. Effective restatement opinion statement begins paragraph. |
| 3 | Some grammatical inaccuracies (some of the sentences contain one or two errors; however these errors do not cause problems in making out the message) | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.                | Opinions are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought, however some may not be satisfactory  | Linkers clearly show how ideas are connected, but there is little variety/There's enough variety but some linkers aren't used correctly | A few inaccuracies in spelling and punctuation                             | The essay has an introduction minimum two body paragraphs, and a conclusion. However, one/some are not at sufficient length | In the introductory paragraph there is a thesis statement which does not state the opinion of the essay strong enough. | All paragraphs have topic sentences, but one or two may be weak in supporting the thesis statement/All paragraphs' topic sentences are supporting the thesis statement, but one topic | Most of the opinion sentences are specific, relevant and explanations are given that show how each piece of idea supports the author's opinion. | The conclusion is recognizable author's opinion is restated two sentences of the closing                              |
| 2 | One or two grammatical inaccuracies-in most of the sentences some of which cause the reader problems in making out the message                        | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.   | Some of the opinions are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.   | Few linkers are used some of which are either too simple or incorrectly used  | Some inaccuracies in spelling and punctuation                              | There is/are a/some missing paragraph(s)  | No thesis statement  | The body paragraphs do not have topic sentences   | At least one of the pieces of the opinion sentences is relevant and has an explanation that shows how that piece of idea supports the           | The author's opinions or restated well enough or concluding sentence is restated                                      |
| 1 | Almost all grammatical patterns inaccurate (the reader having constant problems in making out any message due to poor grammar)                        | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.     | Many of the opinions are not in an expected or logical order, distracting the reader and making the essay seem very confusing  | No Linkers are used   | Almost all spelling inaccurate and ignorance of conventions of punctuation |   |  |   | Opinion sentences are NOT relevant AND/OR are not explained.  | There is no conclusion - ends   |



## APPENDIX H

### ERROR CODES

|                     |            |
|---------------------|------------|
| Vocabulary          | <b>Voc</b> |
| Grammar             | <b>Gr</b>  |
| Punctuation         | <b>P</b>   |
| spelling            | <b>Sp</b>  |
| Capitalization      | <b>C</b>   |
| Incomplete Sentence | <b>I.S</b> |



**APPENDIX J**  
**SCORING CRITERIA FOR PERSUASIVE ESSAY (POST TEST)**

|   | 1. Grammar   | 2. Vocabulary  | 3. Sequencing (Organization)  | 4. Transitions   | 5. Spelling & Punctuation  | 6. Format  | 7. Thesis Stated in Introductory Paragraph  | 8. Topic Sentences   | 9. Evidence and Examples  | 10. Refutation  | 11. Concluding paragraph   | 12. Overall        |
|---|--|--|---|--|--|--|---|--|---|---|--|--------------------|
|   | (4/3/2/1)  | (4/3/2/1)  | (4/3/2/1)   | (3/2/1)  | (3/2/1)  | (2/1/0)  | (2/1/0)   | (2/1/0)  | (3/2/1/0)   | (3/2/1/0)   | (3/2/1/0)  | (6/5/4/3/2/1)      |
| 4 | Occasional grammatical inaccuracies; i.e., some grammatical inaccuracies not affecting the communication                       | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and                  | Opinions and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.                      | A variety of appropriate linkers are used. They clearly show how ideas are connected.  | Almost no inaccuracies in spelling and punctuation                         | The essay has an introduction minimum three body paragraphs, and a conclusion. All are at a sufficient length.                 | In the introductory paragraph there is a well written thesis statement which strongly names the opinion of the author and the position of the author. | All paragraphs have topic sentences supporting the thesis statement  | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's           | Specific and relevant (refuting) idea that clearly refutes the opponent's idea is presented.                    | The conclusion is strong and leaves the reader solidly understanding the writer's opinion. Effective restatement of the opinion statement begins the | Very good (6)      |
| 3 | Some grammatical inaccuracies (some of the sentences contain one or two errors; however these errors do not cause problems)    | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used | Opinions and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.                    | Linkers clearly show how ideas are connected, but there is little variety/ There is enough variety but some linkers aren't used correctly. | A few inaccuracies in spelling and punctuation                             | The essay has an introduction minimum three body paragraphs, and a conclusion. However one/ some are not at sufficient length. | In the introductory there is a thesis statement which doesn't state the opinion of the essay strong enough.   | All paragraphs have topic sentences, but one or two may be weak in supporting the thesis statement/ All paragraphs' topic sentences are supporting the thesis statement, but | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's opinion. | (Refuting) idea is presented, but it could be more effective in refuting the opponents' idea.                   | The conclusion is recognizable. The author's opinion is restated within the first two sentences of the closing paragraph.                            | Good (5-4)         |
| 2 | One or two grammatical inaccuracies in most of the sentences some of which cause the reader problems in making                 | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair                                  | Some of the support details or opinions are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. | Few linkers are used some of which are either too simple or incorrectly used.  | Some inaccuracies in spelling and punctuation                              | There is/ are/a/ some missing paragraphs)  | No thesis statement   | The body paragraphs do not have topic sentences.   | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's      | The author tries to refute the opponents' idea by presenting a refuting idea, however, it does not work at all. | The author's opinions or the ideas aren't restated well enough or only the concluding sentence is mentioned or stated                                | Adequate (3-2)     |
| 1 | Almost all grammatical patterns inaccurate (the reader having constant problems in making out any message due to poor grammar) | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or            | Many of the support details or opinions are not in an expected or logical order, distracting the reader and making the essay seem very confusing.     | No linkers are used.   | Almost all spelling inaccurate and ignorance of conventions of punctuation |  |   |  | Evidence and examples are NOT relevant AND/OR are not explained.  | No refuting at all.   | There is no conclusion - the paper just ends.  | Below Adequate (1) |

**APPENDIX K**  
**ADVANTAGE AND DISADVANTAGE PARAGRAPH SCORING CRITERIA**

| 1. Grammar<br>(4/3/2/1) | 2. Vocabulary<br>(4/3/2/1)  | 3. Sequencing<br>(Organization)<br>(4/3/2/1)   | 4. Transitions<br>(3/2/1/0)  | 5. Spelling &<br>Punctuation<br>(3/2/1/0)   | 6. Topic<br>Sentences<br>(2/1/0)                                     | 7. Concluding<br>Sentences  | 8. Evidence<br>and<br>Examples   | 9. Overall<br>(6/5/4/3/2/1)  |                |
|-------------------------|---|--|--|---|--|---|--|--|----------------|
| 4                       | Occasional grammatical inaccuracies; i.e. some grammatical inaccuracies not affecting the communication   | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Advantages and disadvantages are provided in a logical order that makes it easy and interesting to follow the author's train of thought and it effectively describes the subject using | A variety of appropriate linkers are used. They clearly show how ideas are connected.   | Almost no inaccuracies in spelling and punctuation                   | The paragraphs have topic sentences supporting the topic                        | The concluding sentence restates the main idea of the each paragraph well or adds a final thought. | All of the Advantage and disadvantage sentences are specific, relevant and all explanations are given that show how each piece of idea supports the author's | Very good      |
| 3                       | Some grammatical inaccuracies (some of the sentences contain one or two errors; however these errors do not cause problems in making out the message) | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.                | Advantages and disadvantages are provided in a fairly logical order that makes it easy to follow the author's train of thought, however  | Linkers clearly show how ideas are connected, but there is little variety/ There is enough variety but some linkers aren't used correctly | Some inaccuracies in spelling and punctuation                        | The paragraphs have topic sentences, but it may be weak in supporting the topic | Two of the paragraphs have a concluding sentence, but they may be weak in restating the main idea  | Most of the Advantage and disadvantage sentences are specific, relevant and most explanations are given that show how each piece of idea supports            | Good           |
| 2                       | One or two grammatical inaccuracies in most of the sentences some of which cause the reader problems in making out the message                        | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.   | A few of the Advantages and disadvantages are not in an expected or logical order, distracting the reader and making the essay seem a  | few linkers are used some of which are either too simple or incorrectly used  | Many spelling inaccurate and ignorance of conventions of punctuation | The paragraphs do not have topic sentences                                      | One of the paragraph does not have a concluding sentence and it restates the main idea.            | Few of Advantage and disadvantage sentences are relevant and has an explanation that shows how that piece of idea  | Adequate       |
| 1                       | Almost all grammatical patterns inaccurate (the reader having constant problems in making out any message due to poor grammar)                        | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the              | Many of the Advantages and disadvantages are not in an expected or logical order, distracting the reader and making the essay seem very confusing.                                     | no linkers are used   |  |   | There are no concluding sentences at all.  | Advantage and disadvantage sentences are NOT relevant AND/OR are not explained.  | Below Adequate |

**APPENDIX L**

**SCORING SCALE FOR THE DESCRIPTIVE PARAGRAPH**

|   | 1. Grammar   | 2. Vocabulary  | 3. Sequencing (Organization)  | 4. Transitions  | 5. Spelling & Punctuation   | 6. Topic Sentences   | 7. Evidence and Examples  | 8. Overall         |
|---|--|--|---|---|---|--|---|--------------------|
|   | (4/3/2/1)  | (4/3/2/1)  | (4/3/2/1)   | (3/2/1/0)   | (3/2/1/0)   | (2/1/0)  | (3/2/1/0)   | (6/5/4/3/2/1)      |
| 4 | Occasional grammatical inaccuracies; i.e., some grammatical inaccuracies not affecting the communication.  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Descriptive and opinion sentences are provided in a fairly logical order that makes it easy and interesting to follow the author's train of thought and it effectively describes the subject using clear, appropriate and sufficient details. | A variety of appropriate linkers are used. They clearly show how ideas are connected.   | Almost no inaccuracies in spelling and punctuation.                         | The paragraph has a topic sentence supporting the topic.                       | All of the descriptive and opinion sentences are specific, relevant and all explanations that are given that show how each piece of idea supports the topic.          | Very good (6)      |
| 3 | Some grammatical inaccuracies (some of the sentences contain one or two errors; however these errors do not cause problems in making out the message). | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.                | Descriptive and opinion sentences are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought, however some may not be satisfactory.   | Linkers clearly show how ideas are connected, but there is little variety. / There is enough variety but some linkers aren't used correctly | A few inaccuracies in spelling and punctuation.                             | The paragraph has a topic sentence but it may be weak in supporting the topic. | Most of the description and opinion sentences are specific, relevant and most explanations which are given show how each piece of idea supports the author's opinion. | Good (5-4)         |
| 2 | One or two grammatical inaccuracies in most of the sentences some of which cause the reader problems in making out the message.                        | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.   | Some of the Descriptive and opinion sentences are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.   | Few linkers are used some of which are either too simple or incorrectly used.   | Some inaccuracies in spelling and punctuation.                              | The paragraph does not have a topic sentence                                   | Few of the description and opinion sentences are relevant and has an explanation that shows how that piece of idea supports the author's opinion.                     | Adequate (3-2)     |
| 1 | Almost all grammatical patterns inaccurate (the reader having constant problems in making out any message due to poor grammar).                        | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.     | Many of the Descriptive and opinion sentences are not in an expected or logical order, distracting the reader and making the essay seem very confusing.   | No linkers are used.  | Almost all spelling inaccurate and ignorance of conventions of punctuation. |  | Description and opinion sentences are NOT relevant AND/OR are not explained.  | Below Adequate (1) |

APPENDIX M

SAMPLE STUDENT ESSAY FOR CORRECTION FEEDBACK

Nurhayat ÖZCAN

nice TITLE

I think WHICH LANGUAGE WILL SURVIVE?

The Maori language will survive. Maori is spoken in New Zealand now, and it is useful in everyday life. For example, there are TV shows in Maori for children and adults. Maori is also spoken during religious activities, so it is continuing to <sup>be spoken</sup> speak for years. Furthermore, something is being done to preserve the Maori language. First of all, Maori is now an official language in New Zealand. Also, there is an efficient activity. A governmental group called the Maori Language Commission works to survive the language. They <sup>take</sup> are good precautions. Therefore, the Maori will survive for a long time.

I think the Potawatomi language will not survive more than 25 years. There are just a few people who speak Potawatomi. It is known that there are fewer than 50 fluent speakers. Additionally, most speakers are middle-aged or old. It isn't used in everyday life frequently because Potawatomi speakers must use English in business, education and government. Moreover, most children don't learn Potawatomi at home. It is showed that the language is dying. If children don't learn the language at home, it's going to die soon. So, Potawatomi won't survive.

very nice  
 in persuasive  
 with sentences  
 and examples  
 well done

27/30  
 DEPTA  
 M

APPENDIX N

SAMPLE STUDENT ESSAY FOR CODED FEEDBACK

Add the  
topic of the  
circled  
New Zealand's language, Maori, will survive.

There are a lot of people who speak Maori language in their everyday life. It has 50,000-70,000 speakers. Also, there are many classes for teaching this language to children and adults. Adults also use this language at their homes. Additionally, government pays for language programs in the school. Maori is an official language in New Zealand. Also, government try to encourage the use of Maori. They work to make sure the Maori language survives. Maori is important for people who live in New Zealand. It will also survive.

In my opinion, Karitiana won't survive. It is spoken in Porto Velho. It's a small town in Brazil. Karitiana has only 185 speakers. Because the population of Porto Velho is only 191,000, you can't use it in other places. Other parts of the country, people must use Portuguese. Linguists are writing down the grammar and making a dictionary but people don't use them. Because of this things, it won't survive.

Good but add  
one more supporting  
detail / example for your  
2<sup>nd</sup> paragraph

Gizem Corre SEYFELI  
B-6

APPENDIX O  
SAMPLE STUDENT ESSAY FOR UNDERLINED FEEDBACK

Notes

85

GAELIC AND POTAWATOMI

Scottish Gaelic language will survive. Because, there are a lot of speakers. It is about 70,000 people on the western isles of Scotland. Adults can also learn Gaelic. For instance, there are many universities in Scotland, England, Canada which teach Gaelic. Gaelic is used in daily life, too. It is used in a lot of stores and businesses. TV programs, radio shows and newspapers contain Gaelic writings. In addition, there are online dictionaries, language courses. So, people can join these. In conclusion, Scottish Gaelic will survive.

Potawatomoni language won't survive. Because, there aren't many speakers. It's about fewer than 50 fluent speakers. Most speakers are very old or middle-aged. Additionally, it isn't used in daily life. Most children don't learn Potawatomoni at home. Adults don't use this language at business, education, and government. Linguists are studying the grammar and making videotapes of Potawatomoni speakers. In every situation, this language will not survive.

Joa INCAPIERE  
ALG