To my beloved ladies,

Ayşe and İlayda

INVESTIGATING CHANGES

IN STUDENTS' WRITING FEEDBACK PREFERENCES

The Graduate School of Education
of
Bilkent University

by

RÜŞTÜ BAYRAM SAKALLI

In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS

in

THE DEPARTMENT OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
BILKENT UNIVERSITY
ANKARA

July 2007

BILKENT UNIVERSITY

THE GRADUATE SCHOOL OF EDUCATION

MA THESIS EXAMINATION RESULT FORM

June 27, 2007

The examining committee appointed by The Graduate School of Education

for the thesis examination of the MA TEFL student

Rüştü Bayram Sakallı

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title: Investigating Changes in Students'
Writing Feedback Preferences

Thesis Advisor: Asst. Prof. Dr. Julie Mathews-Aydınlı
Bilkent University, MA TEFL Program

Committee Members: Visiting Asst. Prof. Dr. JoDee Walters
Bilkent University, MA TEFL Program

Prof. Dr. Bill Snyder
Hanyang University, Republic of Korea

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

_____

(Asst. Prof. Dr. Julie Mathews-Aydınlı)
Supervisor

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

_____

(Visiting Asst. Prof. Dr. JoDee Walters)
Examining Committee Member

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

_____

(Prof. Dr. Bill Snyder)
Examining Committee Member

Approval of the Graduate School of Education

_____

(Prof. Dr. Margaret Sands)
Director

ABSTRACT

INVESTIGATING CHANGES

IN STUDENTS' WRITING FEEDBACK PREFERENCES

Rüştü Bayram Sakallı

M.A., Department of Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Julie Mathews-Aydınlı

July 2007

This study was designed to investigate students' and teachers' writing preferences, and whether students change their writing feedback preferences over a given period of time, and if so, whether there is an effect of the teachers' feedback style in their change.

The study was conducted with 200 pre-intermediate students and 11 teachers at Istanbul Technical University School of Foreign Languages. The data were collected through the students' and teachers' questionnaires, students' writing papers, and students' interviews.

The results indicated that many students changed their writing feedback preferences over time. This change was not due to their teachers' feedback styles, but due to the students' self-consciousness of their development in their second language writing skill.

The study suggests that teachers should first pay attention to their students' feedback preferences, negotiate with students about their feedback styles, and then they should arrange their feedback style accordingly. The study also suggests that teachers should consider using various feedback styles according to students' needs and development levels.

<u>Key Words:</u> Students' and teachers' writing feedback preferences, direct and indirect feedback, coded and uncoded feedback, marked feedback, correction.

ÖZET

ÖĞRENCİLERİN KOMPOZİSYON YAZIMINDA GERİ BİLDİRİM

TERCİHLERİNDEKİ DEĞİŞİMİN ARAŞTIRILMASI

Rüştü Bayram Sakallı

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Julie Mathews-Aydınlı

Temmuz 2007

Bu çalışma öğrencilerin ve öğretmenlerin kompozisyon yazımındaki geri bildirim tercihlerini, ve öğrencilerin tercihlerini belirli bir zaman içersinde değiştirip değiştirmediklerini, ve eğer değiştiriyorlarsa, bunda öğretmenlerin geri bildirim stillerinin bir etkisi olup olmadığını araştırmak için düzenlenmiştir.

Çalışma, İstanbul Teknik Üniversitesi Yabancı Diller Yüksekokulunda orta-öncesi seviyedeki 200 öğrenciyi ve 11 öğretmeni kapsamaktadır. Veriler öğrenci ve öğretmen anketleri, öğrencilerin kompozisyon kağıtları, ve öğrencilerle yapılan görüşmeler vasıtasıyla toplanmıştır.

Sonuçlar bir çok öğrencinin zaman içinde geri bildirim tercihlerinin değiştiğini göstermiştir. Öğrencilerin tercihlerindeki bu değişim, öğretmenlerinin geri

bildirim stillerinden değil, öğrencilerin ikinci dilde kompozisyon yazımında kendi gelişimlerinden bilinçli bir şekilde haberdar olmalarından kaynaklanmaktadır.

Çalışma öğretmenlere ilk olarak öğrencilerinin geri bildirim tercihlerine dikkat etmeleri gerektiğini, öğretmenlerin kendi geri bildirim stilleri için öğrencileriyle görüş birliğine varmalarını, ve geri bildirim stillerini gerektiği gibi düzenlemelerini önermektedir. Çalışma ayrıca öğretmenlere öğrencilerin ihtiyaçlarına ve gelişim seviyelerine göre çeşitli geri bildirim şekilleri kullanmayı önermektedir.

Anahtar kelimeler: Öğrencilerin ve öğretmenlerin kompozisyon yazımında geri bildirim tercihleri, direk ve direk olmayan geri bildirim, kodlu ve kodsuz geri bildirim, işaretlenmiş geri bildirim, düzeltme.

ACKNOWLEDGEMENTS

A number of people contributed to the completion of this thesis. All contributions, either directly or indirectly were greatly appreciated.

First of all, I would like to thank my thesis advisor, Dr. Julie Mathews-Aydınlı, for her precious guidance. She led me into the depth of writing feedback. Like a patient mother, she watched my steps and let me fall down if it was a safe fall, but if it was not, she ran and grabbed my hand until I found my balance back. She never listened to my whimpers, but she never left me hopeless.

I am also indebted to Dr. JoDee Walters. With her invaluable comments, and direct and indirect feedback, she encouraged me to search and to find out more, and to enjoy making a study. She was always there to help with anything. Her continuous smile was always enough to give me hope at my most desperate moments. Her great ideas to enliven the class atmosphere will always guide my teaching as well.

I would like to thank Mr. Bill Snyder for his valuable comments about my thesis. He came from Korea to Ankara just to be a member of my defense committee, and broadened the angles of my looking at literature.

I would like to express my gratitude to Dr. Hande Mengü who inspired me with her way of teaching.

My teacher participants, Nurçin, Burcu, Aydan, Özlem Kurnaz, Özlem Gemalmaz, Menekşe, Şadiye, Serap, Gamze, Emel, and Sezen, exactly deserve my loudest thanks for letting me doing the study in their classes and for their continuous cooperation. They were always ready to be a part of the study and always felt

responsible for the study. Their students were also very good participants, so I would like to thank them, too.

I feel very lucky to own a great brother, Dr. Mustafa Sakallı, who had been pushing me to do a master degree for years. He became the reason of this master.

Special thanks to Emel Çağlar, my colleague at İTÜ and a 05-06 MA TEFL member, for dragging me into the program. I am her descendant in this program and I have been much impressed by her thesis. She has also been a great support to me during the year.

I would also like to thank the administration of the School of Foreign Languages, Istanbul Technical University, for their letting me attend this program and for their support to my thesis. Special thanks to the personnel of the school, too, especially to Ilknur Ekiztepe, for their doing documentary work for the allowance to attend this program.

I am grateful to my dorm mate, Erol, for his good friendship, for accompanying me at nights, and his effort for moving the room in the dorm building; Veysel, for his valuable ideas and good chat; Servet for his technical support; and Salih for his squash training, for their good company and never ending friendship. I hope we will continuously meet at Sözeri Pide every year. I would also like to thank the dorm manager, Nimet Hanım, for her continuous support for the dorm affairs and for taking care of my plants; and thanks to the staff of the dorm for their smiling face, Şaban and especially Gülizar Abla, for her nice delicious "sarma" and apricot jam.

I also wish to thank my mother and all of my brothers and their families for their patience for not seeing me very often. I am grateful to my mother-in-law for

coming and taking care of my daughter when I was away in Ankara; to my father-in-law for allowing her wife to be away from home for such a long time; to my sister-in-law, Ass. Prof. Dr. Sembol Yıldırmak, for taking care of my health.

MA TEFL class of 2007, thank you for all unforgettable moments. Şahika, Selda, Serap, Figen, Gülin, Seniye, Funda, Neval, Özlem, Çağla, and Seçil, thank you for your presence, and friendship.

Finally my heartfelt appreciation goes to my beautiful ladies, my wife, Ayşe, who substituted me when I was not at home, and my daughter, İlayda, who counted the days for my coming home every weekend. Thank you for your patience and for your biggest hugs. You have been my greatest encouragement.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

Introduction

Many writing teachers suffer from having too many papers waiting for them to read. While reading these papers, they try to understand the students' texts, locate the errors, give feedback for the errors, write explanations if necessary, and finally assess the papers. Personally, I very often find myself to have written more things on the students' papers than their original texts. Thus, many teachers, like me, might be spending much more time on giving feedback to each paper than the students do while revising their own papers.

A writing paper can thus be seen as a place for a kind of written dialogue between a student writer and his teacher. After a student writes a composition, the teacher generally reveals the errors in one way or another to the student, and the student tries to correct them, and resubmits the paper. The teacher then should ideally check the paper again to see whether the corrections have been made and give new feedback if necessary. The dialogue goes on until the composition becomes satisfactory. If the teacher's style of providing feedback in this dialogue is not understood by the student, or if the student is not content with this style, it becomes very difficult for the teachers to convey their messages on the papers to the students. However, it is very often overlooked by the teachers that students might also have their own preferences for the style of this written dialogue. If student preferences and teacher preferences can meet at some point, it might be possible to have faster and better results throughout the writing process. On the other hand, when the feedback preferences of both sides contradict with each other, writing may turn into a long and

suffering period for both teachers and students. I have seen over the years that if both sides can understand each other's preferences, this also can bring compromise into the class environment. Students realize that their beliefs are also counted, and consequently, guiding the students' writing through this written dialogue becomes easier.

Having noted the importance of considering students' preferences, it must not be disregarded that students do not always have the "right" preferences for their writing feedback (Ferris, 2004). Their preferences might be based on previous experiences, but often simply on what requires the least work from them. In this case, teachers are expected to shape their students' expectations, and to do this requires some form of training in feedback use (Ferris, 2004).

Some teachers give explicit training on the benefits of and how to use the feedback style they prefer. Others think that the feedback type(s) they employ carry within them implicit expectations on how to use them, and that students will therefore understand that they are useful for their improvement in writing. Still other teachers give no grammatical feedback, and they think that this is also a kind of training which makes the students focus more on the content than the errors on their papers. Each of these approaches attempts to impose the teachers' feedback style on the students, and makes the claim -directly or indirectly- that the teachers' feedback style will lead the students to success.

Bearing all this in mind, this study aimed to determine students' feedback preferences and compare them with their teachers' feedback styles. It further investigated whether the students' preferences changed over time, after being exposed to their teachers' feedback styles. For this purpose, the study included an

initial student questionnaire and a teacher questionnaire in order to determine the students' and teachers' preferences at the beginning of the school term, and after a period of time, a final student questionnaire to see whether any changes occurred in the students' preferences. Finally, student interviews were carried out to reveal the reasons for any changes.

Background of the Study

The research on error correction in writing has accumulated especially in recent years perhaps due in part to an assertion made by Truscott in 1996. He claimed that error correction in writing is not necessary, and may even harm the development of writing in second language learning. In response, other scholars have tried to show that error correction does benefit students' writing. Ferris and Roberts (2001) found that when students revised their papers there were highly significant differences between those who had received feedback and those who had not. Students who were given feedback by either marking with error codes or just by underlining did much better when self-editing their papers than students who had received no feedback whatsoever. In another study, students' papers were observed over one semester, and it was seen that students' revisions through the correction of grammatical and lexical errors between assignments reduced such errors in subsequent writing without reducing fluency or quality (Chandler, 2003).

Research has also tried to find out what kinds of feedback could be better for the development of writing. The use of error codes in which teachers mark and classify the errors in order to make the students find the correct form themselves is one of the ways implemented at many schools. To many teachers, error codes might seem to have a greater effect on the students in revising their papers than just

underlining the error. However, Ferris and Roberts (2001) reported that there was no difference in writing development between students who received feedback in the form of correction codes and those whose errors were only underlined. In view of this, teachers who find error codes time-consuming to implement may prefer just underlining the errors. Chandler's study (2003) that may save teachers from spending too much time on trying to find ways of indicating errors indirectly compared the effects of four different feedback types on students: direct correction, which is simply writing the correct form of the error; underlining and describing the error using an error code but not giving the right form; only describing the error in the margins without locating it; or only underlining the error without any description or correction. Chandler found that the first and fourth types, direct feedback and simple underlining of errors, were significantly superior to the second and third types in improving accuracy in students' writing.

While some research has tried to answer whether error correction works and what type of error correction is more effective in improving students' writing, other research has focused on more detailed aspects of error correction. For example, among the three common types of written feedback – statements, imperatives and questions – comments in imperative form were found to be more influential on revisions and appeared to help students make more substantial and effective revisions (Sugita, 2006). Another study of features of error correction looked at the use of praise in written feedback. Hyland et al. (2001) showed in their research that praise is generally used by teachers to soften criticisms and suggestions; but students are often confused by praise, stating that they do not understand whether they have done well despite the mistakes, or poorly. While praise can be a means of minimizing the force

of criticism and help to maintain a better teacher-student relationship, Hyland et al. also pointed out that it may lead to incomprehension and miscommunication.

Teachers may devise the error correction techniques; however, students are the ones who are exposed to them, and who are expected to show change in their revisions. What would happen if the students did not trust the teacher's chosen correction type, and what if the students did not believe that they would benefit and become more successful writers because of them? To answer such questions, some research has leaned towards understanding what kind of feedback students think would be most useful for their own writing progress, and in particular, comparing students' and teachers' preferences. In some studies, students' and teachers' preferences were the same, whereas in others, they differed from each other. Lee (2004) revealed in her study that both teachers and students are in favor of comprehensive error feedback, in other words, marking all student errors. She also saw that the students were reliant on teachers in error correction, and that the teachers were not much aware of the long-term significance of error feedback. Other studies have also seen a close fit between the feedback given by the teacher and the feedback expected by the students e.g. (Kanani & Kersten, 2005); on the other hand, Diab (2006) observed considerable differences between students' and teachers' preferences. She saw that, for the majority of the students, correction of the grammar errors in every draft is more important than correction of any other features, while the teachers tended to give grammatical corrections only in the final draft. She implied that such differences between students' and teachers' expectations may result in miscommunication and unsuccessful teaching and learning.

When students don't approve of their teacher's feedback style, they are less likely to be successful in writing. They might not consider the feedback as important and therefore not try to be accurate, or they might find the feedback too difficult to follow, and hence become discouraged to write. Student preferences should be well understood by their teachers so that teachers can perhaps find some compromise between their own and their students' preferences. If no agreement occurs between those preferences, then the achievement in second language writing will not be as high as expected (Diab, 2006; Ferris, 2004).

Statement of the Problem

Literature in the area of preferences in writing feedback mostly provides information on the comparisons between students' and teachers' preferences at a given time (Chandler, 2003; Diab, 2006; Ferris, 1997; Kanani & Kersten, 2005; Lee, 2004), but there has not been much observation on whether student preferences undergo change over time, and if so, whether this change is related in any way to the type of feedback being given by their teachers. In this study, therefore, I focused on whether there was any change in students' preferences, and what the relationship was between any changes noted and the teachers' feedback styles.

At my home institution, Istanbul Technical University, School of Foreign Languages, teachers are given and asked to implement an error correction code system in their classes. This system was introduced to the school without reference to any research in the area of writing feedback or any previous research done to seek the needs or attitudes of the students with regard to writing feedback in this school. Therefore this study also intended to discover our students' actual preferences,

whether their preferences were stable or changing over the school semester, and whether any fluctuation was related to the use of particular styles.

Significance of the Study

By investigating the change in students' feedback preferences in writing over time, this study will add one more brick onto the present construction of research on feedback preferences. However, as the studies in this field have rather investigated only the preferences of students or teachers at one instant of time, this study may fill a gap in the literature by showing how these preferences may develop and evolve over time. It may also encourage new studies in finding more effective ways of using feedback to support the development of students' writing.

The results of this study might also have practical effects. It can give clues to writing course designers about possible ways to approach writing feedback. In addition, it can also give ideas to institutions about setting feedback policies to support their writing courses. My home institution, ITU School of Foreign Languages, will also benefit from the findings of this study to implement a writing feedback policy, which may guide the teachers in investigating the students' needs, monitoring their development, and adjusting their feedback techniques according to their observations as well as to institutional goals and objectives.

Research Questions

1. What are the students' initial reported feedback preferences in writing?

2. What are the teachers' reported feedback preferences in writing; do they employ them in their corrections?

3. Do the students' reported writing feedback preferences change over time? If so, how and why?

Conclusion

In this chapter, the purpose of the study, the background, statement of the problem, significance of the study, and research questions have been presented. The second chapter will present a detailed review of the related literature. The third chapter will give information about the research methodology, including the participants, instruments, data collection and analysis procedures of the study. In the fourth chapter, the data collected through the instruments are analyzed. In the last chapter, discussion of the results, limitations of the study, implications for further research, and pedagogical implications will be discussed.

CHAPTER 2: LITERATURE REVIEW

Introduction

In this study, I was trying to find out whether students change their preferences in writing feedback, and the reasons for any possible change. The literature in writing feedback presents us with many studies. This chapter starts with the debate between those who believe that feedback is beneficial for the improvement of accuracy in writing and those who disagree and claim that feedback is harmful to the natural process of the development of the interlanguage in writing. Then, it looks at the studies investigating the effects of different forms of feedback. It ends by presenting the studies which focus on the preferences of feedback techniques both for teachers and students.

Endless Debate

Feedback in writing had earned sporadic attention in research until 1996 when Truscott made his famous utterance "grammar correction has no place in writing courses and should be abandoned" (1996: 328). Quite interestingly, he did not conduct a study to back up this statement, but based his assertion on previous studies, such as Semke's (1984). In her 10-week study, Semke designed four types of teacher treatment for four groups of students attending a German course: 1) writing comments and questions; 2) marking all errors and supplying the correct forms; 3) combining positive comments and corrections; and 4) indicating errors by means of a code and requiring students to find the correct forms and then rewrite the assignment. Semke reported that although students recorded progress in their writing ability, none of the four types of teacher treatment made any effect on writing

accuracy, or general language proficiency. She further assumed that the corrections might rather have had a negative effect on students' attitudes, when they were given the fourth type of treatment and were asked to solve the codes and make the corrections.

Referring to second language acquisition theories claiming that grammar rules are acquired, not learned, in a particular sequence and over a certain period of time, and reminding his readers that if this is a period everybody must undergo, and if it should be carried out in its own natural development, Truscott claimed that correcting errors is a hindrance to this natural development. To Truscott, teachers who insist on correcting their students' errors in order to improve students' accuracy, actually disrupt this period of interlanguage, which if left alone, is expected to take the students towards accuracy itself.

Truscott also argued in his article that errors are not as easy as we might expect to recognize and to identify the correct form and usage, not only for teachers but even sometimes for experts. Teachers may be inconsistent and may not be able to explain the problem to the students. Providing empirical support for such claims of teachers' inefficiency, Zamel (1985) found in her study that teachers misread student texts, were inconsistent in their reactions, make arbitrary corrections, provide vague prescriptions, impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the text. Lee (2004) observed that teachers were deficient in grammar knowledge of the language which they dared to teach. Adding to his argument, Truscott also noted that error correction takes too much of the teachers' time, which they could be instead spending on other things in teaching.

Truscott also evaluated error correction from the perspectives of students and argued that they may not even understand feedback due to their proficiency levels. Even if they understand, they may forget the feedback, or they may not be motivated to apply the information given to their future writing. The most important problem is that error correction may cause students to develop stress, demotivation, and thereby fear of making mistakes. Therefore, error correction is not only ineffective, but also harmful to the students. Because error correction is not helpful, but rather harmful, Truscott concludes that in contrast with what is believed, not the existence but the *absence* of error correction will improve students' accuracy. In view of this, he strongly advises teachers to do ***nothing***.

Truscott's assertion undoubtedly had a shock effect on teachers who had been joyfully correcting their students' papers. Impressed with his ideas, some teachers might have given up correcting grammar or left it to the last drafts of an assignment. The reaction to his article did not come from other researchers until 1999 when Ferris gave a direct reply in her article, *The Case for Grammar Correction in L2 Writing Classes: A Response to Truscott*. She found Truscott's assertion "premature and overly strong" (p. 2). Ferris implied that Truscott cleverly used the literature in the field of feedback, taking from the studies only what he needed to support his claim, without fully considering their real results.

In response to Truscott's claim of teachers' inconsistency, Ferris offered that good preparation and practice can cure this problem. Language teachers should be given a comprehensive grounding in linguistic and syntactic theories and in how to teach grammar to L2 learners. Teachers also need practice in error analysis, and in providing feedback, grammatical information, and strategy training to their students.

Against Truscott's claim that error correction consumes too much of the teachers'

time, Ferris suggested that this can be handled through prioritization, that is,

committing oneself to selective error feedback. By prioritizing, a teacher develops

strategies to build students' awareness and knowledge of their most serious and

frequent grammar problems, hence the teacher deals with only a few problems at a

time, and this prevents the teacher from being overloaded. Truscott was concerned

that students might not be able to proceed with the feedback; but Ferris attributed this

to the quality of the feedback. She affirmed that many students could improve their

writing with strategically planned feedback, and thus, she advised teachers to make

their corrections more effective, instead of doing away with grammar correction.

Although the two scholars did not agree on the effectiveness of feedback,

they agreed on the fact that current research was insufficient to provide answers to

the discussion; for this reason, both recommended that more research should be done

with students receiving feedback and with those receiving no feedback. They also

agreed that the burden of proof about whether feedback is effective is on those who

believe in the benefit of feedback. Because of this, Ferris has devoted her research

efforts since then to conducting studies in order to investigate whether error

correction is beneficial for student writing in L2. On the other hand, Truscott has

continued to criticize the studies in this field while still claiming that error correction

is harmful.

Is Feedback Really Effective?

Truscott's strong assertion expressing that feedback in writing does not

provide the students with any improvement, but rather is harmful to the students'

development, spurred those researchers who believe that feedback is beneficial to

investigate whether this opinion is valid. Ferris has carried the flag of error correction in research together with her colleagues, in order to find out whether giving feedback to L2 student writers can have any additional effect in achieving accuracy in writing. In a study conducted by Ferris & Roberts (2001), there were three groups of students examined, two of which received feedback on their texts, and one which did not receive feedback. They first asked all of the students to write an essay. After the teachers provided feedback on the experimental groups' papers, the students in all groups were asked to self-edit their papers. The students in the groups receiving feedback were considerably more successful than the group receiving no feedback in correcting their marked errors by the teachers. Another study (Ashwell, 2000) also showed that there was a considerable difference between groups receiving feedback and those receiving no feedback in terms of improvement in students' accuracy in a revised version. However, this improvement could only be seen in form feedback not in content feedback. On the other hand, in Fathman & Walley's study (1990), in which there were three groups: one receiving form feedback, one receiving content and form feedback, and one receiving no feedback, both groups receiving feedback on form and content+form showed better results than the no-feedback group. It must be emphasized, however, that the studies of Ferris & Roberts, Ashwell, and Fathman & Walley were all designed with only one essay.

In contrast, Chandler (2003) planned a longitudinal study over a school semester with five essays, in order to see the effects of feedback on students' accuracy in writing. She investigated the difference between students who revised their papers upon receiving feedback and students who did nothing with the feedback. She observed that the students who revised their papers showed a

significant improvement in their following writing tasks, whereas the control group, without any revision, did not show any sign of increase in their accuracy. Chandler's study attracted severe criticism from Truscott (2004) for its lack of a control group that received no feedback at all. Although Chandler stated in her paper that the group that did not revise its papers was equivalent to one that had no feedback since that group did not make any revisions, Truscott (2004) insisted that if an experiment examined the effects of feedback and no feedback, then it would have to have two distinct groups, one with feedback and one without feedback, which did not exist in Chandler's study. However, many scholars find it actually unethical if a researcher believes that feedback is beneficial, and then deprives the control-group students of precious feedback for an extended period of time. This may be the reason why the number of studies like this is not many (Ferris, 1999, 2004).

Forms of Feedback

What Type of Feedback?

While the question of whether feedback or no feedback is more beneficial for second language writers is still unresolved, and still needs more research (Ferris, 2004), many studies have already aimed to find out the effects of different feedback types on students' writing. Ferris and Roberts (2001) were concerned with the differences between two indirect feedback styles, and they included the research question in their study asking whether there is a difference in students' improvement for more accurate writing when they are given those two different styles of feedback: coded error correction together with underlining the error, or underlining only the error without any more comments. They found that there was no significant difference between the group receiving coded underlined feedback and the group

receiving uncoded underlined feedback. In view of this finding, they advised the teachers not to spend much time on classifying the errors, as it does not result in more improvement than underlining alone. However, the writers also pointed out that this result could change if the study were a longitudinal one in which writing was carried out in several drafts for each assignment.

In another study (Greenslade & Felix-Brasdefer, 2006) the same student participants of a class were asked to write two different assignments. The first assignment was given feedback by underlining alone, and the second was given coded and underlining feedback. In contrast with Ferris and Robert's (2001) study, Greenslade and Felix-Brasdefer's study showed that coded-underlining feedback was more effective for students' self correction than underlining alone. In this study however, I would argue that having such a result was almost inevitable because the participants were the same students for both types of feedback, and they were given first feedback by underlining alone in the first assignment and coded and underlined feedback in the second assignment; in other words, first the difficult type was given and then the easy type. On the other hand, a longitudinal study which was designed to carry the students from the coded to the uncoded types of feedback could have given different results.

Robb, Ross & Shortreed (1986) conducted a longitudinal study employing four types of feedback - direct correction, coded and marked feedback, uncoded but underlined feedback, and "marginal" feedback indicating in the margins the total *number* of the errors in each line without marking them. They found no significant difference among the four types of feedback in terms of the benefit to the accuracy, fluency, and complexity of subsequent rewrites. In Chandler's (2003) study of the

efficiency of feedback, she also investigated types of feedback among 36 students.

Similar to the Robb, Ross & Shortreed's study, she gave the students the same four

types of feedback. She didn't use different groups of students for each feedback type;

instead, she gave the four types of feedback to each student in their 40 assignments at

different periods. In all four types, direct correction led to the most improvement in

accuracy on subsequent drafts. Chandler evaluated this as a normal result because it

was the easiest for the students to follow and make the correction, therefore students

liked it most. To Chandler, it was also the fastest type for the teacher in a multiple

draft assignment. Interestingly though, among the other three types, underlining gave

a very close result to the direct correction. In addition, Chandler claimed that

students felt they were learning more when they were involved in self-correction.

Individual Conferencing

In recent years, some teachers have also begun conducting individual

conference talks with each student in addition to writing feedback on students'

papers. This idea once gained so much popularity at my home institution that we

established a writing center for the students to consult individually about their

writing texts with a teacher. Many hopeless students found cures for their writing

skill at this office, and they really showed a significant improvement. They were able

to ask questions which they couldn't dare in the classroom, and they had the chance

to receive additional explanations, examples, and extra exercises to cover their weak

knowledge. Unfortunately, this writing center was closed by the administration

claiming that there was no sufficient number of classrooms. However, conferencing

has found considerable support in the literature of writing feedback. For example,

Hedgcock & Lefkowitz reported (1994) that written feedback combined with writing

conferences was the most desirable form of teacher response by students. Uzel found (1995) that students preferred a combination of written and oral feedback. They were not satisfied with the written feedback alone, and they would like to receive oral feedback at least to clarify the written comments. Bitchener et al. (2005) studied three groups of second language learners over a twelve-week period with various assignments. One group received conferences and direct written feedback, the second group received only direct written feedback, and the last group received no feedback, but for ethical reasons the no-feedback group was given feedback on the quality and organization of their content. It was seen that, during the last four weeks of the study, the group receiving conferences and direct written feedback improved in accuracy significantly more than the other two groups.

First Content or Form?

While the types of feedback still need more research, another discussion increasingly raised by many teachers and researchers is whether content-focused feedback or form-focused feedback should be given. It is widely suggested that content-focused feedback should be given more in the preliminary drafts of an assignment while the last drafts can receive more form-focused feedback, assuming that focusing on form in the early drafts might discourage students from revising their text (Zamel, 1985). Ashwell (2000) investigated whether a difference would occur when these feedback patterns were altered. He designed a one assignment study with three drafts. He tested three patterns of feedback: content-then-form, form-then-content, and mixed (content-form). Form feedback was given by underlining, circling or using cursors to indicate omissions, as it is claimed that (Ashwell, 2000) it is the easiest way of giving feedback and leads to guided-learning

and problem-solving. On the other hand, content level feedback was aimed at multiple sentence level issues such as organization, paragraphing, cohesion, and relevance. The study concluded that there was no difference among giving first content then form feedback, or form then content feedback, or in mixed order. Of course, as a teacher, I would never spend time and energy on giving form feedback for a paragraph which I believe should be taken out; therefore, I advise teachers first to consider the content of a writing task, and then to give form feedback.

Peer Feedback

Peer feedback is an alternative approach to teacher feedback in order to avoid teacher domination and authority (Mıstık, 1994). Undoubtedly, when peer feedback is applied before the teacher's feedback, it saves teacher time, since many errors may be dealt with before the writing papers are handed to the teacher. In addition, peers are easier to reach than teachers to ask questions without any hesitation. Needless to say, the teacher in a class is only one person, whereas there are peers galore. As a result, peer feedback as well as peer teaching is supported by many teachers today. However when students are asked their preferences between teacher and peer feedback, it is inevitable that they will find teacher feedback more valuable than peer feedback due to the teacher's extensive knowledge. A recent study (Miao et al., 2006) designed with two groups of students, one receiving teacher feedback and the other receiving only peer feedback has shown that the students adopted more of the teacher feedback than the peer feedback. Subsequent interviews revealed that the students found the teacher more professional, experienced, and trustworthy than their peers. The result was not surprising, because this study compared teacher feedback with peer feedback alone, whereas the general practice at schools is that, if there is

peer feedback, it is employed prior to teacher feedback. Nor did the peer-reviewers receive any training before. If peers are trained to give feedback, the outcome of the feedback can be expected to be higher. A study with one-hour peer training (Mıstık, 1994) found that the peer feedback group outperformed the teacher feedback group with respect to content, organization, language use, and mechanics; but not with respect to vocabulary. Another study supported this by holding a four-hour in-class demonstration and a one-hour after-class peer reviewer-teacher conference with each of 18 students (Min, 2006). Results showed that, after training, students incorporated a much higher number of the peer-reviewer's comments into their revisions than before training. The number of peer-triggered revisions comprised 90 percent of the total revision, which indicates that through extensive training, peer feedback can positively influence students' revisions and the quality of their writing directly.

"Noticing" the Native Discourse

A different approach of providing feedback to students is showing the students the reformulated version of their own texts by a native speaker. In this method, also known as noticing, first the students write their texts in L2; the teacher takes the texts and rewrites them as they should have been in the L2. The students are given back their papers and the reformulated version together. After a period of time, the students are asked to look at only their first drafts, not the reformulated version, and are asked to revise their papers according to the reformulated versions they have seen before. In a study with two participants (Qi & Lapkin, 2001), one at a higher proficiency level and one at a lower proficiency level, noticing had some effect on both students' written products. The higher-level participant was quite successful in remembering the reformulated corrections, whereas the lower-level participant was

not very successful in revising her paper although she had looked at her reformulated version for a longer time. This was attributed in the study to the fact that the lower-level participant did not understand the reformulated version very well because it was above her level. The researcher suggested a simpler way of noticing should be employed for lower levels. Even though the research found positive effects of reformulation of the students' texts, such an approach to feedback would probably be the most time consuming type for the teachers.

Question, Statement, Imperative

When teachers write comments about content on students' papers, they mostly write statements such as: "The reason is not clear". Some teachers ask questions such as: "What does it mean?" Quite a few teachers use imperative comments such as: "Explain it more clearly." The effectiveness of these comment types were investigated in a study (Sugita, 2006) in which imperative comments were seen to have made the most effect in student revisions, whereas the question comments had the least. Sugita argued that teachers tend to ask questions more when they comment on content in order to stimulate students' thinking process; however, students sometimes feel confused with the questions. In this study, students were also asked to indicate which type of comments they preferred, and they found imperatives much more understandable.

Praise

Many teachers incorporate praise into their comments. They use several expressions, such as: Good, Well Done, Excellent. Some teachers use praise to show their appreciation, then they go on with problems in the text, such as: "Good, but..." "Excellent, however…" As soon as students receive their writing papers back after

the teacher's correction, they look for that word, whether or not there is "but", "however", or any negative comments. A study on using praise together with feedback (Hyland & Hyland, 2001) revealed that teachers use praise most of the time to mitigate or soften the effects of their negative comments and suggestions, so that the relation between the teacher and the student could be preserved. However, this study also showed that students may become confused with the praise and the negative comments in their papers. The study concluded that such indirectness of the teacher carries the potential for incomprehension and miscommunication between students and teacher.

<div align="center">Preference in Feedback</div>

Like many aspects of instruction, the features of feedback are usually decided on by teachers. Students make up the silent party, who do not have the choice to declare their opinions about feedback, but who are exposed to every decision taken by their teachers. I believe that if students' ideas are not considered, they may lose confidence in the system. However, as the strongest advocate of no feedback, Truscott (1996) thinks that even if students desire to be given feedback, teachers should not give it. The notion that students' opinions cannot be disregarded has been gaining popularity among researchers as well as teachers (Ferris, 2004). In response to Truscott, Ferris (1999) countered that if students' preferences are overlooked, and if students are left without any feedback at all, they can be literally frustrated. According to Leki (1991) since students describe a good essay as an "error-free text", they want their papers to be fully corrected. Although Leki emphasizes that a teacher and his students in a class must agree about what constitutes improvement in writing, she suggests that students' expectations may need to be modified if students

are to benefit from teacher feedback on their compositions. That means first a teacher should try to understand his students' expectations and preferences.

Students' Preferences

In understanding students' preferences, one study (Proud, 1999) showed that students preferred grammar feedback the most, and content and organization feedback the least. In terms of feedback type, students most preferred the use of symbols by the teacher. It is worthwhile to note that peer review was the least preferred feedback type. Ferris and Robert (2001) also found that students' most preferred feedback type was underlining with labeling the errors through the use of error codes. Chandler's study (2003) showed that although students preferred direct correction because it was the fastest and easiest for them in revising their papers, they admitted that they learnt most when teachers use underlining with description by symbols. Similarly, Greenslade and Felix-Brasdefer (2006) found that students expressed their preferences in favor of coded with underlined type of feedback compared to the feedback by underlining alone. Therefore, it is seen that the studies investigating students' preferences in writing feedback types mostly revealed that students prefer coded and underlined feedback (Ferris and Robert (2001; Greenslade and Felix-Brasdefer, 2006; Proud, 1999).

Students' versus Teachers' Preferences

Whilst many studies have reported that most students want grammar feedback in a coded-underlined form, some other studies have compared students' preferences with those of teachers, resulting in either a consensus or a disagreement between either side's preferences. For example, Kanani and Kersten (2005) conducted a study with one teacher and two students and found that there was an excellent fit between

the teacher and student preferences. The teacher gave only marked feedback as underlining and circling without correcting or coding. The students seemed generally satisfied with this type of feedback except that they wanted more explicit feedback; however, in this study students were not asked to compare two or more feedback types; instead they were asked to comment about their teacher's feedback style. In this study, the students also found content feedback the most important, and that was also the teacher's priority. Lee (2004) found in her study that 87% of the teachers and 76% of the students agreed on the coded-marked type of feedback, though many students also said that they found understanding the codes difficult. On the other hand, Yılmaz (1996) found that students wanted direct correction, while teachers preferred coded feedback. Diab's study (2006) also revealed considerable differences between students' and teachers' preferences. In her study, while in the first draft of a composition most of the teachers preferred coded feedback, only half of the students chose coded feedback as the best technique. In the final draft of a composition the discrepancy grew even more. While teachers did not state any certain types of feedbacks to be used, 57% of the students preferred direct correction. In addition, very few students thought that marking alone, or ignoring errors completely while focusing on ideas were the best teacher feedback techniques. The author implied that such differences between students' and teachers' expectations may result in miscommunication and unsuccessful teaching and learning, and that if teachers and students both understand the purpose of certain correction techniques and agree on their use, feedback is more likely to be productive.

Conclusion

The literature on feedback in writing has evolved from discussions about the overall benefit or harm of feedback through the effects of the different techniques of feedback. Student feedback preference has also gained a lot of importance, as it gives clues about whether feedback techniques employed are effective in improving accuracy in writing. Although there are studies investigating students' feedback preferences and comparing them with teachers' techniques, these studies do not concentrate on the possible changes of these preferences over time and the possible reasons behind these potential changes. This study aimed therefore to investigate any possible change in students' feedback preferences. The next chapter presents some details of the context, instruments, and methodology of the study.

CHAPTER 3: METHODOLOGY

Introduction

This study aimed to investigate students' preferences in writing feedback, whether they change over time, and if so, how. The research questions asked for this investigation were as follows:

1. What are the students' initial reported feedback preferences in writing?

2. What are the teachers' reported feedback preferences in writing; do they employ them in their corrections?

3. Do the students' reported writing feedback preferences change over time? If so, how and why?

In this chapter, the setting and participants of the study will be described, the instruments will be explained, and information about the data collection procedures and data analysis will be given.

Setting and Participants

This study was conducted in the School of Foreign Languages (YDY) at Istanbul Technical University (İTÜ) in the second term, between February 12 and April 20, 2007. With regard to the regulations of this university, 30% of the courses in each department are given in English. For this reason, students who are accepted into this university are subject to passing an English proficiency test. Those who cannot pass this test are taken into an English-language program at the School of Foreign Languages (YDY). When students come into YDY, their levels of English are determined through a placement test. The results of this test help separate the students into four levels of proficiency: A (Upper-Intermediate), B (Intermediate), C

(Pre-Intermediate), and D (Elementary). A and B levels become familiar with essay writing in the first semester. C and D levels are first trained in composing sentences and paragraphs; their training on essay writing starts in the second semester. At the time of this study, the A and B level students were already familiar with their teachers' feedback styles. C and D levels, on the other hand, had not been exposed to their teachers' feedback styles on papers written in the complete essay format. In view of this, C and D level classes were chosen as the participants in the study. They had certainly received some feedback from their first-semester teachers, but this was at the sentence level, not for whole academic essays. Moreover, since all C and D classes were shuffled at the beginning of the second term, they had different teachers whose feedback styles they had not been exposed to yet. Having had some feedback was important, as it would be a good guide for the students to recognize the types of feedback in the questionnaires and interviews of the study.

Eleven teachers were approached for the study and all of them agreed to be participants together with their classes. Five of them were D level teachers, and the other six were C level teachers. They represented a wide range of experience, from novice teachers who were new graduates of English teaching departments from Turkish universities, to very experienced teachers, one of whom was in her last year before retirement (see Appendix A). In order to inform the teachers about the study and the procedures to carry it out, I gave the teachers an information sheet (see Appendix B).

The 201 students were all young Turks between 18-20 years of age. They were new graduates from high schools. In order to come to this university, they had had quite high marks at the university entrance exam. In their first semester English

classes, they had writing hours, in which they learnt how to make sentences. Although they did many writing tasks, they were not trained to write paragraphs before this study started.

Instruments

Student Questionnaires 1 and 2

There were two student questionnaires in this study: the initial questionnaire, called student questionnaire 1, (see Appendix C for the original Turkish and English translation) which aimed to find out students' feedback preferences before they were exposed to their new writing teachers' feedback style, and the second questionnaire, called student questionnaire 2, (see Appendix D) seeking to see whether there was a change in students' preferences. These two questionnaires were the same except some parts were taken out in the second questionnaire as they were not necessary to be asked again (e.g. demographic information).

The first section, section A, and the second section, section B, held general questions about writing, for the primary purpose of distracting students from the true focus of the study, that is, their feeling about various feedback styles. It was important that the students should not be affected and oriented to observing carefully their own teacher's feedback style in case the study might lose naturalness. Therefore, the questionnaires were prepared as a general survey about writing, and the section on feedback was restricted to the last page, section C. Although sections A and B were not related directly with the research questions of this study, they attracted a lot of attention of both students and teachers. Section B was prepared with a 6-point Likert scale of agreement. However, for the purpose of easy marking, they were divided into negative and positive numbers like, -3, -2, -1, 1, 2, 3; with negative

numbers representing varying degrees of disagreement, and positive numbers representing varying degrees of agreement.

Section C was the real focus of this survey. There were two parts in this section, which used the same chart for different purposes. The first part was called the "first consideration", and was intended to ask the students' general feedback preferences (which ones they simply liked more); the second part was called the "second consideration", which was targeted to find out which type of feedback students would choose as the best for promoting learning and retention. I borrowed this idea from Chandler, who asked the students in her study to think about feedback types twice - first for their general preferences, and second their preferences for which type helps them learn best (2003).

On the chart, students were shown five types of correction styles (see Figure 1 below). They were instructed to state their feedback preferences by giving numbers in the boxes at the end of each item from 1 to 5, with 1 representing their first choice and 5 their last choice. The first type, type A, shows a direct correction type. The second type, type B, shows a coded correction type, which is the type that the administration of the Foreign Language High School at Istanbul Technical University asks the teachers to use. The third type, type C, shows a correction type in which errors are underlined or marked, but no clues are given on the types of the errors. The fourth type, type D, shows a rare type of correction, in which the errors are not marked, but counted, and the total number of the errors in each line is written next to the line. In this style, students are expected to both locate the errors themselves and correct them. The fifth type, type E, shows essentially no-correction, but actually an approach to make the students revise their papers carefully once

more. In this approach, the teacher shows that she values the meaning of her student's sentences while possibly giving some guidance towards the kind of errors to check for. In doing this, the teacher defines her first duty as a reader, rather than an error inspector.

Regarding the source of the feedback types, types B and C were used in the studies of Ferris and Roberts (2001), and Greenslade and Felix-Brasdefer (2006). Chandler (2003) and Robb, Ross and Shortreed (1986) used four of these types in their studies: A, B, C, and D. Type E was the technique used by the instructors in the Bilkent MA TEFL program. Based on all these types, I created the chart in Figure 1 to be used in this study.

Figure 1 - Feedback Types

Teacher Questionnaire

In order to determine the teachers' reported feedback styles, the teacher questionnaire was prepared. As the teachers knew what the study was about, there

was no need to hide the intention of the study from them; therefore, the teacher questionnaire was designed as one page including only the feedback types (see Appendix E). The feedback types were the same as those in the student questionnaires. The teachers are asked to give their usual feedback preferences, giving a 1 for the first choice and 5 for the last choice. In the second part, they were asked to do the ordering again, but considering this time the degree of difficulty for a teacher to carry out these feedback styles.

<div align="center">*Student Papers*</div>

The teacher questionnaire was only capable of learning the teachers' reported feedback styles, but their actual practices might be different from what was reported. For this reason, students' papers were also looked at after the teachers gave feedback, in order to see the teachers' actual styles. Teachers are expected to put students' writing papers into the class folders in the curriculum office after they finalize the papers, and with the teachers' permission, these papers were examined by the researcher in order to determine the teachers' feedback styles in practice. Teachers' actual styles were determined based on their practice in the papers (see Appendix F for samples of student papers with teacher feedback).

<div align="center">*Student Interviews*</div>

This interview was designed to be carried out at the end of the study, after the second questionnaire was completed. The second questionnaire revealed those students who had changed their preferences in one way or another. The interview was to interrogate the reasons behind why they had changed their feedback preferences. This interview was in the style of a questionnaire with four basic

questions. According to the students' answers, the researcher checked off their responses on a pre-categorized chart (see Appendix G).

In the interview students were asked why they had changed their preferences from student questionnaire 1 to student questionnaire 2. The first possible answer was "I don't know, I don't remember." This answer was checked off for those students who stated no clear memory of or reason why they marked a different choice in student questionnaire 2. The second type of answer was about learning, for example, "I did so because I think I can learn with this style better", or "I believe this style will be better for my development", and the third type of answer was anything referring to the teachers' influence, such as, "My teacher's style affected me, so I changed my preference." As can be seen from the alternative answers, the interview aimed to determine whether the students who changed their preferences did so unconsciously, or because they believed it was necessary for their development in English, or because their teachers' style had an important role in their decision.

Procedure

Before I started the study at the School of Foreign Languages (YDY) of Istanbul Technical University, which is my home institution, I asked the administration of the school and received permission to conduct the study at this school. They stated that the study might be beneficial for the school's future writing feedback policy.

Since 2004, the school has been asking the teachers - but not compelling them- to use the coded feedback type, that is, describing errors with a standard code using abbreviations and symbols. The set of abbreviations and symbols is given to the teachers at the beginning of every school year. Generally teachers comply with

the school's request, except for a few who use direct correction. Teachers are asked to keep a portfolio for each student. The portfolios include writing assignments written by the students every two weeks. When I spoke to the teachers in this school I discovered that some teachers ask their students to write more than the portfolio requirements; however, some teachers admitted that they do not make their students write as many assignments as the portfolio requires. For the purpose of the study, I requested them to assign the portfolio tasks to their students and they agreed to do so. Some teachers complained about the students and claimed that most of their students did not bring any assignments. I also witnessed this problem in one of the participant classes, in which only five students brought their papers to their teacher for feedback. I also noticed that many of the teachers, despite giving coded feedback, did not ask their students to revise their papers and correct their errors; as a result, giving coded feedback remained, in principle, useless.

The teacher questionnaire was given to eleven teachers individually in different times. With the permission of the teachers, I went to each of their classes together with them and conducted student questionnaire 1. The students were very eager to do the questionnaires, as it meant a break in the lesson for them. When they finished the questionnaire they asked me to visit their classes every time to conduct other questionnaires. They also asked to be involved in the questionnaires for the other courses, such as reading and grammar. It was nice to see that both teachers and their students were very willing participants in the study. I helped with the items and the terminology which the students had questions about. After the students' initial preferences were determined through student questionnaire 1, I asked the teachers to keep the students' papers in the portfolio folders so that I could access them. The

students' assignments were checked after the teachers gave their feedback in order to determine the teachers' actual practices in giving feedback. Their actual styles in their practice were taken as the data to be used in the study. After ten weeks of classes, the students were given student questionnaire 2, again in their classes. This questionnaire took less time to complete than the first because the students were familiar with the questions and the terminology. By looking at the students' initial preferences and final preferences through the two questionnaires, it was possible to see which students had changed their feedback preferences. Student interviews were conducted with those who had changed their preferences. The students were taken from their classes and interviewed one by one in a separate room. Through the interview, the reasons for the changes in their preferences could be found.

Data Analysis

The data were recorded into Excel, with each class in a different worksheet. Each student's answers were noted together with their names (see Table 1 below). Then, these answers were counted to provide a total for each different choice. For example, in Table 1, Student 1 made his first preference as type A. All number "1s" were counted under the feedback type A in order to understand how many students chose A as their first preference. In this table, for example, there are seven number "1s" under preference "a". This means that seven students in this class chose A as their first preference. Afterwards, all total results were transferred into percentages.

Table 1 - An example of class based records

Students' Numbers	First Consideration – Feedback Types				
	A (direct)	B (coded-marked)	C (uncoded-marked)	D (uncoded-unmarked)	E (no feedback)
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	5	1	2	3	4
5	2	1	3	4	5
6	1	2	3	4	5
7	1	2	3	5	4
8	5	1	2	3	4
9	2	4	3	1	5
10	3	1	4	5	2
11	4	1	2	3	5
12	2	1	3	4	5
13	2	1	3	5	4
14	1	2	3	5	4
15	4	1	2	5	3
16	5	2	1	3	4
17	1	2	3	4	5
18	5	1	2	4	3

I would like to note that after student questionnaire 2 was completed, those students who were absent in either of the classes in which questionnaires were completed eliminated from the participant list, since it would not be possible to follow their change between the two questionnaires. Therefore, the total number of student participants decreased from 201 to 160.

Both considerations were evaluated separately in terms of possible changes in the students' feedback preferences (see Figure 2). The findings of the first and second considerations were compared first in student questionnaire 1. Then, the findings of the first considerations were compared between the two questionnaires; the same comparison was also carried out for the second considerations. Finally the first and second considerations were compared in the second questionnaire 2.

Figure 2 - The comparison of the first and second considerations

Student Questionnaire 1   Student Questionnaire 2
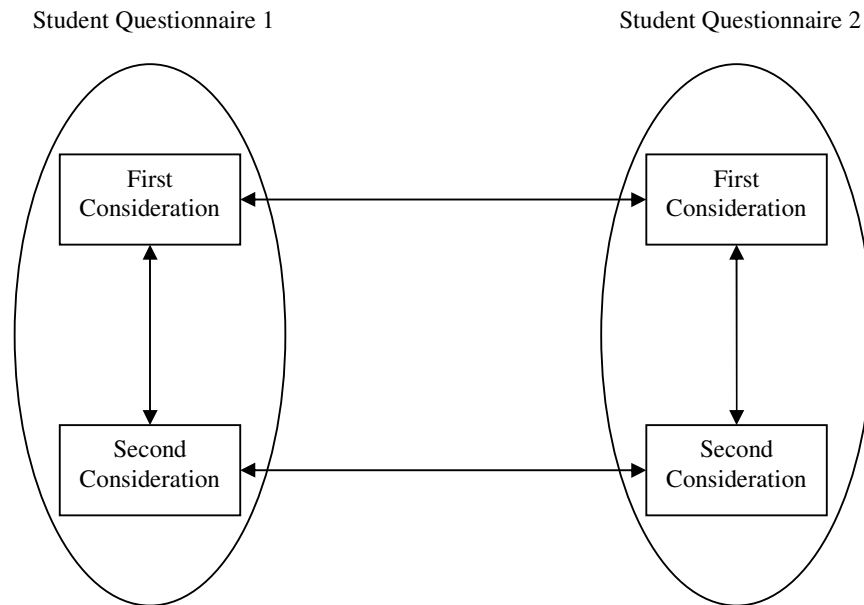
The total sums of all preferences were calculated one by one for each class.
Then, they were added into another Excel worksheet for the all eleven classes. In
student questionnaire 1, students' rankings were counted for each feedback type and
a cumulative value was obtained for each. However, in student questionnaire 2, it
was seen that there were students who moved towards one type and there were also
those who moved away from the same type and their numbers balanced each other.
Having seen that the cumulative results did not accurately reveal the certain number
of students that had moved towards each type, the students who changed their
preferences were determined one by one. Their rankings for each type were counted,
and each type was evaluated with the number of the students who chose it in
questionnaire 2 (see Figure 3). The changes towards a new feedback type were
labeled as "direction of the change", in other words, the direction of the change
towards a particular feedback type refers to the number of students who had initially

preferred another style, but changed their preferences and chose that type as their new preference.

Figure 3 - Direction of the change towards each type
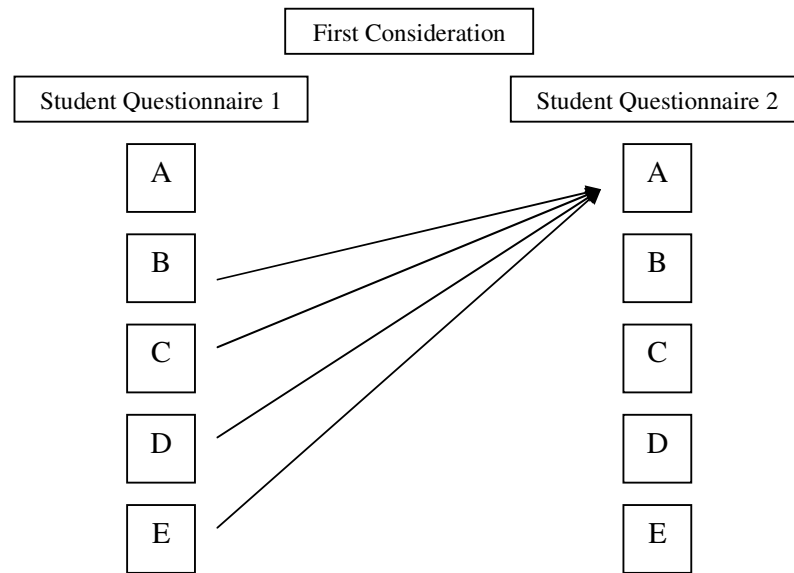
Following student questionnaire 2, the interviews were carried out with the students who changed their preferences towards their teachers' styles or moved away from their teachers' styles. The answers of the students to the interview questions were classified and similar answers were grouped under the same categories. Total counts were then made for responses in each category.

Conclusion

In this chapter, the basic parts of the study methodology have been presented. Details have been given on the study participants, instruments, procedures, and data analysis. In the next chapter, the results of the questionnaires and interviews will be presented.

CHAPTER 4: DATA ANALYSIS AND RESULTS

Introduction

The main focus of this study was to find out whether there was a change in students' feedback preferences over a given period, and if so in which ways and why. In order to achieve this purpose, the study focused on three research questions: determining the teachers' feedback styles, determining the students' initial feedback preferences, and seeing whether there was a change in the students' reported feedback preferences after being exposed to their teacher's feedback style for ten weeks.

The study was conducted in the Foreign Language School of Istanbul Technical University. The participants were 201 students from five D level classes and six C level classes and the writing teachers of those 11 classes, in the spring term of the 2006-2007 school year. Data were collected by means of two student questionnaires, one teacher questionnaire, student papers, and student interviews.

Data Analysis Procedure

As instruments, there were student questionnaire 1, student questionnaire 2, the teacher questionnaire, and student interviews. The student questionnaires had three sections: Section A included open ended background questions; section B had 17 Likert scale items on writing in general; and section C was the actual part of the study consisting of the feedback types. Section C listed the feedback types as seen in Figure 1 below. The feedback types will be addressed in this study with the letters next to them, such as feedback type A, and feedback type B. The students were asked to rank their feedback preferences from 1 to 5, first in terms of their general feedback

preferences (first consideration), and then in terms of which feedback type they felt might be the best for their learning and retention (second consideration). The data were entered into the Excel program and the results were obtained by comparing each student's preferences between the two questionnaires.

Figure 1: Feedback Types

The teacher questionnaire included only Diagram 1 for the teachers to mark their preferences among the feedback types. The teachers were also asked to consider their preferences twice: first to report their own general preference in giving feedback, and second to learn their idea for the easiest feedback type, considering the time to be spent on checking the papers.

The student interviews were arranged to explore the reasons behind any changes of students' preferences from the first questionnaire to the second questionnaire. The students' answers were checked on a chart of prepared possible answer types. For example, responses such as "I think this will be better for me,

because the previous one is too easy," or "I feel I've developed in writing and I can find the corrections myself," were put under the category of the belief that the feedback type was better for their learning.

The Results of Student Questionnaire 1

In the "first consideration" in student questionnaire 1 in which students reported their general feedback preferences, feedback type A was chosen as the first feedback preference by 46% of the student participants, and type B follows with 36% (see Table 2 column 1). These two types are rated much higher than the other three types C, D, and E. Therefore, type A, as direct correction, and type B, as coded-marked feedback, are together the first feedback preferences of the students. Type C, uncoded-marked feedback was preferred by 10%, which is higher than the remaining types D (3%) and E (5%).

Table 2 - Student Questionnaire 1 - First Consideration (General Preferences)

Feedback Types	All Classes - Total Votes of Preferences Preferences										Total Students
	1st		2nd		3rd		4th		5th		
A (direct correction)	71	46%	29	19%	22	14%	15	10%	17	11%	154
B (coded-marked)	55	36%	71	46%	15	10%	12	8%	1	1%	154
C (uncoded-marked)	16	10%	36	23%	86	56%	15	10%	1	1%	154
D (uncoded-unmarked)	5	3%	8	5%	21	14%	79	51%	41	27%	154
E (no correction)	7	5%	10	6%	10	6%	34	22%	93	60%	154

The list of second preferences, column 2 in Table 2, shows that type B was the second preference of 46% of the participants, and it is much higher than the other types. Type C received a considerable amount of preference as second choice (23%),

followed by type A with 19%. Types A, B, and C are all considerably higher than the other types, D (5%) and E (6%).

When the first and second preference lists are considered together (see Table 3), it is observed that most preferences are gathered around a combination of direct feedback and indirect-marked feedback types. The one common feature of the preferred feedback types is that they all at least indicate the location of the errors, whereas type D and E do not give any clues about where the errors are.

Table 3 - Questionnaire 1 - First consideration, highlighting columns 1 and 2

First Consideration Feedback Types	All Classes – Preferences in Percentages (%)				
	1st	2nd	3rd	4th	5th
A (direct correction)	46%	19%	14%	10%	11%
B (coded-marked)	36%	46%	10%	8%	1%
C (uncoded-marked)	10%	23%	56%	10%	1%
D (uncoded-unmarked)	3%	5%	14%	51%	27%
E (no correction)	5%	6%	6%	22%	60%

When the results are considered for the most frequently chosen types in every preference from the 1st column to the 5th, it is seen that the highest percentages start from type A and go diagonally through B, C, D, and E (see Table 4), which means that each feedback type, from A to E, became the highest respectively in the order of preferences, from 1st to 5th. While I was entering the students' choices into the computer, I noticed that many students marked the feedback types in order as 1st, 2nd, 3rd, 4th, 5th; as a result, this is now seen as the respective order of the most frequently chosen types. This order shows that students report wanting the most possible detailed feedback, starting from direct correction (type A), then coded-marked (type

B), and then uncoded-marked (type C). Types D and E become the least preferred types.

Table 4 - Questionnaire 1 - First consideration, highlighting the most frequently chosen types

First Consideration Feedback Types	All Classes – Preferences in Percentages (%)				
	1st	2nd	3rd	4th	5th
A (direct correction)	46%	19%	14%	10%	11%
B (coded-marked)	36%	46%	10%	8%	1%
C (uncoded-marked)	10%	23%	56%	10%	1%
D (uncoded-unmarked)	3%	5%	14%	51%	27%
E (no correction)	5%	6%	6%	22%	60%

In terms of high values of the percentages among feedback types, we can see that except for type A, all other types have two high values that are considerably higher than the other three values (see Table 5). For example, type B has as its high values 36% and 46% in the first and second columns, on the other hand, 10%, 8%, and 1% in the other columns. This indicates that, for most students (82%), type B is either the first or second preference. Type A is only high as a first preference, with 46%; the next high value for type A is 19%, together making 65%. In addition, type C has its high values with 23% and 56% in the second and third columns, totaling to 79%. Then, type D follows with 51% and 27% in the fourth and fifth columns, totaling to 78%. Finally, type E has its high values with 22% and 60% also in the fourth and fifth columns, totaling to 82%.

Table 5 - Questionnaire 1 - First consideration, highlighting high values

First Consideration Feedback Types	All Classes – Preferences in Percentages (%)				
	1st	2nd	3rd	4th	5th
A (direct correction)	46%	19%	14%	10%	11%
B (coded-marked)	36%	46%	10%	8%	1%
C (uncoded-marked)	10%	23%	56%	10%	1%
D (uncoded-unmarked)	3%	5%	14%	51%	27%
E (no correction)	5%	6%	6%	22%	60%

In the least preferred columns, 4 and 5 (see Table 6), types D and E rank highest. These two types are definitely the least preferred feedback types by the students. In addition, type E, representing no grammar feedback at all, received the highest numerical value as least preferred, with 60%, showing that the students agreed most on what was their least preferred type. Whilst it is possible to say that type E is undoubtedly the least preferred, it is difficult to say that type A is solely the most preferred type, as type B is not far behind it. It is also interesting to note the relatively high values of type A in the fourth (10%) and fifth columns (11%), while type B and type C showed a sharp decrease from 8% and 10 % to 1% for each. This means that there were a few students who ranked direct correction as their least preferred feedback type. On the other hand, coded-marked and uncoded-marked feedback types (types B and C), were chosen by only one 1% of the students as least preferred.

Table 6 - Questionnaire 1 - First consideration, highlighting the least preferred columns

First Consideration Feedback Types	All Classes – Preferences in Percentages (%)				
	1st	2nd	3rd	4th	5th
A (direct correction)	46%	19%	14%	10%	11%
B (coded-marked)	36%	46%	10%	8%	1%
C (uncoded-marked)	10%	23%	56%	10%	1%
D (uncoded-unmarked)	3%	5%	14%	51%	27%
E (no correction)	5%	6%	6%	22%	60%

The "second consideration" in student questionnaire 1 asked the students to decide on the feedback type which they felt would have the best contribution to their language learning and retention. As seen in Table 7, the highest preferences are again type A (36%) and type B (35%). These overall percentages are not greatly dissimilar from those in the first consideration. However, as seen in Figure 4 below, which shows the differences between the first and second considerations for the 1st column, there is a decrease in preferences for direct correction (type A), and there is an increase in preferences for unmarked feedback (types D and E). This is an indication that when the students considered the best way for them to learn, their preferences tended to move away from direct correction to more indirect and even to unmarked feedback types.

Table 7 - Student questionnaire 1 - Second consideration (Most Effective)

| Feedback Types | All Classes - Total Votes of Preferences Preferences | | | | | | | | | | Total Students |
	1st		2nd		3rd		4th		5th		
A (direct correction)	57	36%	38	24%	17	11%	24	15%	24	15%	160
B (coded-marked)	56	35%	61	38%	26	16%	16	10%	1	1%	160
C (uncoded-marked)	18	11%	30	19%	91	57%	17	11%	4	3%	160
D (uncoded-unmarked)	15	9%	18	11%	15	9%	73	46%	39	24%	160
E (no correction)	13	8%	13	8%	10	6%	33	21%	91	57%	160

Figure 4 - First Preferences (Column 1) differences between 1st and 2nd Considerations in Student Questionnaire 1
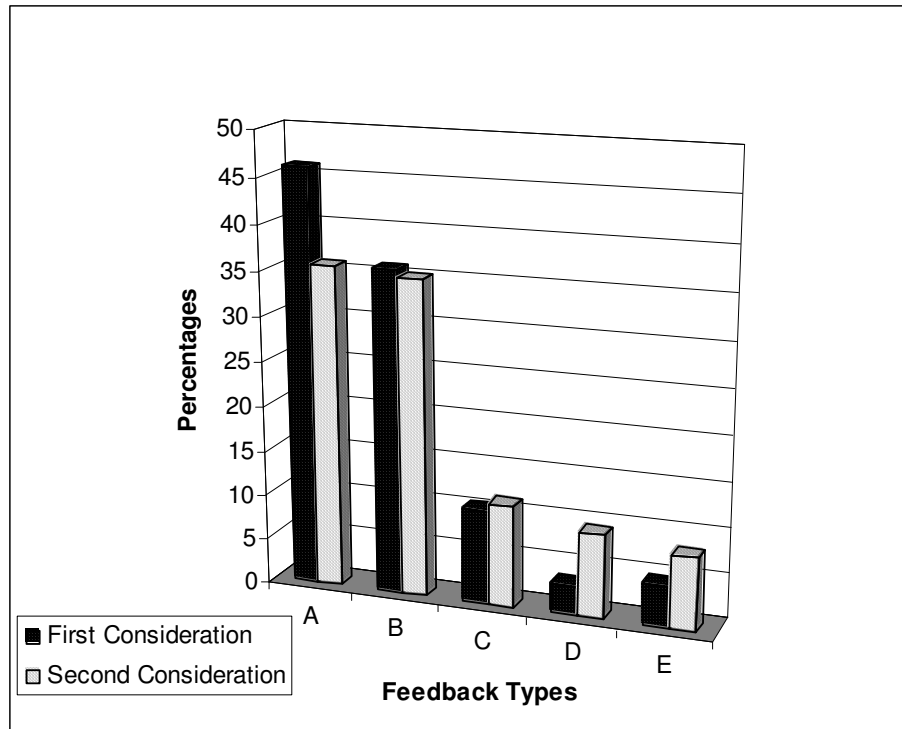
Figure 5, showing the least preferred column (column 5) in the second

consideration, also supports this pattern as type A increased by 4% and types D and

E decreased by 3% each. Hence, it appears that there was at least a slight movement

from direct correction to indirect marked or unmarked feedback types when students

were asked their ideas about which feedback types are best for learning and

retention.

Figure 5 - Fifth Preferences (Column 5) differences between 1st and 2nd
Considerations in Student Questionnaire 1
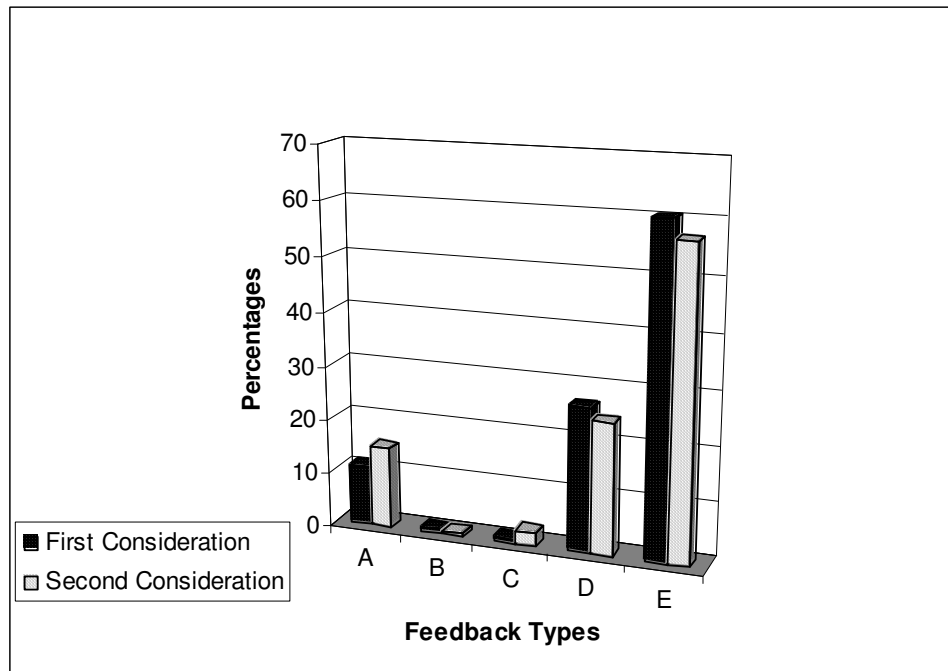
The Results of the Teacher Questionnaire

All eleven teachers were asked to fill in the teacher questionnaire. All eagerly

approached the study, and were interested in learning about their students' feedback

preferences. The results of Section 1 asking the teachers' general preferences can be

seen in Tables 8 and 9.

Table 8 - Teachers' Reported Feedback Preferences – Section 1 (Rankings)

Teacher	Class	A	B	C	D	E
Results of Teacher Questionnaire Section 1						
		Feedback Types				
1	D-1	1	2	3	5	4
2	D-2	1	2	3	5	4
3	D-3	2	1	4	5	3
4	D-4	3	2	1	5	4
5	D-5	1	2	3	4	5
6	C-1	4	1	5	3	2
7	C-2	3	1	2	5	4
8	C-3	3	1	2	4	5
9	C-4	3	1	2	5	4
10	C-5	1	2	3	5	4
11	C-6	2	1	3	4	5

Table 9 - Distribution of the Teachers' Preferences – Section 1

Feedback Types	1st	2nd	3rd	4th	5th
Teachers' Questionnaires - Distribution of the Preferences - Section 1					
A	4	2	4	1	
B	6	5			
C	1	3	5	1	1
D			1	3	7
E		1	1	6	3

As is also seen both in Table 9 and Figure 6, more than half (six out of eleven) of the teachers reported that their first feedback preference type was type B. Following this was type A, which was chosen as the first choice by four teachers. Only one teacher reported type C as her first preference, and types D and E were not the first preferences of any teacher. It is seen that type B was the second choice of the five teachers who had not marked it as their first preference.

It is important to note that teachers' first reported preferences were not much different from those of the students, both groups choosing types A and B. Likewise, the high values for types A, B, and C gathered around the 1st, 2nd, and 3rd columns,

whereas for types D and E the high values are in the 4th and 5th columns. Teachers, like students, preferred to use direct feedback or coded-marked feedback.

Figure 6 - Teacher Questionnaire - Teachers' Feedback Preferences - Section 1
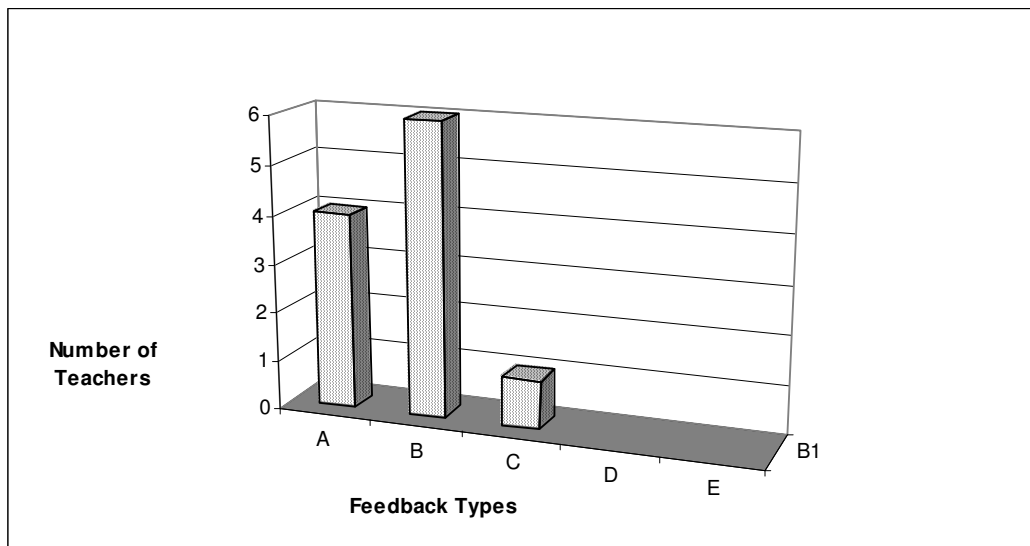
Teachers were also asked which feedback type they found the easiest to use. While they were answering this section, I asked them to consider their lives, the amount of their free time, and the time they had to spend on checking the students' papers. This was section 2 in the teacher questionnaire and the teachers' rankings in this section can be seen in Table 10. Table 11 and Figure 7 give the distribution of the teachers' answers to this section. As can be seen in Table 11, type E was chosen as the easiest feedback type by the teachers. Teachers choosing this type stated that it was the easiest because a teacher does not have to correct anything, but only reads the students' papers and comments about the content.

Table 10 - Teachers' Votes for the Easiest Feedback – Section 2 (Rankings)

Teacher	Class	A	B	C	D	E
Results of Teacher Questionnaire Section 2						
Feedback Types						
1	D-1	5	4	3	2	1
2	D-2	3	4	2	5	1
3	D-3	2	1	4	5	3
4	D-4	5	4	3	2	1
5	D-5	4	5	1	3	2
6	C-1	1	4	2	5	3
7	C-2	3	5	4	1	2
8	C-3	4	3	2	5	1
9	C-4	4	5	2	3	1
10	C-5	3	4	1	5	2
11	C-6	1	2	4	5	3

Table 11 - Distribution of the Teachers' Votes for the Easiest Feedback Type–
Section 2

Feedback Types	1st	2nd	3rd	4th	5th
Teachers' Questionnaires - The Easiest Feedback -					
Distribution of the Votes - Section 2					
A	2	1	3	3	2
B	1	1	1	5	3
C	2	4	2	3	
D	1	2	2		6
E	5	3	3		

Figure 7 - Teacher Questionnaire - The Easiest Feedback - Section 2
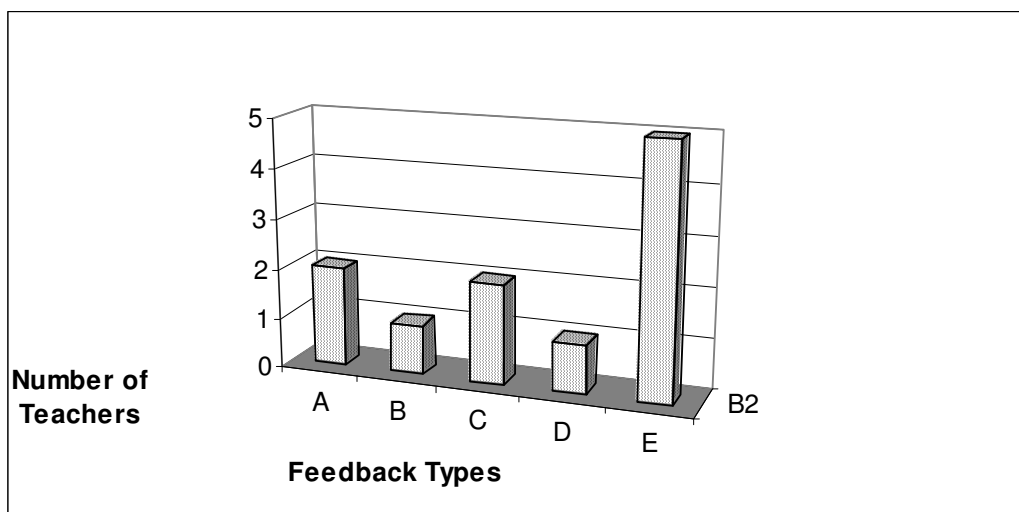
All these findings from the teachers' questionnaires, however, would not be sufficient to answer the second research question of this study, which asked what the teachers' feedback styles were, as their practices could have been different from what they reported preferring in the questionnaire. In order to understand the teachers' actual practices, I checked the students' papers.

Checking the Students' Papers

In this institution, students' papers are kept in a big file, one for each class, in the curriculum office. Every week on Thursday and Friday, I visited the school in order to look at these papers. Upon checking the papers, I saw that three teachers, T1, T4, and T10 were using coded-marked feedback, type B, which was different from what they had reported in the questionnaire. When I asked them the reason for this variation, two of them who had reported earlier a preference for type A answered that the level of their classes was higher than they had expected so they decided to use coded-marked feedback. T1 said that she also used type A for a few students, whose levels were not high enough to make the corrections themselves. T4's reported preference had been type C; however, she explained that she changed her feedback type because the proficiency level of the students was not sufficient to understand what the errors were with only marks on the errors. She said the students also required some clues as to the types of the errors. Based on actual practices, therefore, the number of the teachers using type B increased to nine, all of whom were using codes together with underlining in almost every error on students' papers. The other two teachers, T2 and T5, used direct feedback (type A) when they gave feedback on the papers (see Appendix H).

Conducting Student Questionnaire 2

Student questionnaire 2 was distributed and collected ten weeks after student questionnaire 1. During this period, students received their regular training in their writing classes on writing paragraphs, and were starting their training on writing essays. The usual practice, as requested by the curriculum office, is for teachers to assign at least one writing task to the students every week. In reality, I observed that only two classes were assigned a writing task every week; the other classes did a total of four or five writing tasks during the 10 week period. The questions in student questionnaire 2 were the same as those in student questionnaire 1. The answers to student questionnaire 2 were again recorded into the computer and processed just as in student questionnaire 1.

The Results of Student Questionnaire 2

When the results of the two questionnaires are observed in Tables 12 and 13 and Figure 8, it seems that at first there was not much difference in the feedback types between the two questionnaires; in other words, few students changed their preferences. These results were obtained by counting the students' answers one by one, and then they were compiled. However, the problem in such cumulative counting is that although there were students whose preferences changed away from a particular feedback type, there were also students who came to prefer that feedback type. The decreasing and increasing numbers constituted a balance between each other; and as a result, it seemed that there were not considerable changes. This way of looking at the results is therefore a bit deceiving.

Table 12 - Student Questionnaire 2 - First Consideration (General Preferences)

Feedback Types	All Classes - Total Number of Preferences Preferences										Total Students
	1st		2nd		3rd		4th		5th		
A (direct correction)	71	46%	23	15%	24	16%	17	11%	19	12%	154
B (coded-marked)	58	38%	73	47%	14	9%	9	6%	0	0%	154
C (uncoded-marked)	12	8%	43	28%	90	58%	7	5%	2	1%	154
D (uncoded-unmarked)	6	4%	9	6%	18	12%	89	58%	32	21%	154
E (no correction)	7	5%	5	3%	7	5%	34	22%	101	66%	154

Table 13 - Student Questionnaire 2 - Second Consideration (Most Effective)

Feedback Types	All Classes - Total Number of Preferences Preferences										Total Students
	1st		2nd		3rd		4th		5th		
A (direct correction)	53	33%	31	19%	21	13%	29	18%	26	16%	160
B (coded-marked)	62	39%	63	39%	18	11%	17	11%	0	0%	160
C (uncoded-marked)	25	16%	35	22%	88	55%	11	7%	1	1%	160
D (uncoded-unmarked)	9	6%	21	13%	23	14%	72	45%	35	22%	160
E (no correction)	11	7%	10	6%	13	8%	30	19%	96	60%	160

Figure 8 - Differences between First and Second Considerations in Questionnaires 1 and 2 -First Choices.
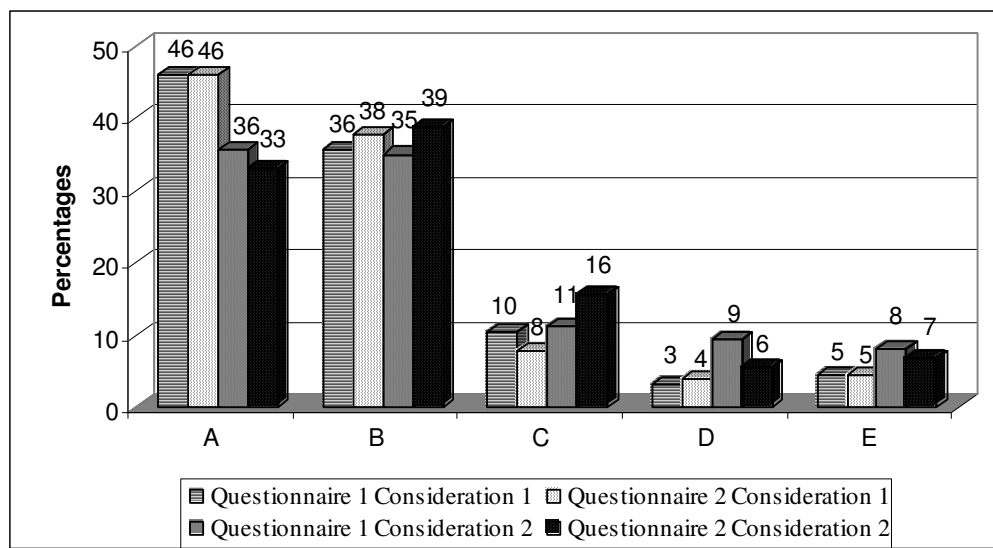
I decided therefore to check each student's preferences in both questionnaires and compare them one by one. When checking the preferences, I considered both the results of the first and second considerations, and totaled the number of changes. For those students who changed their preferences in both considerations, in other words, those whose general preferences as well as their feelings about the effectiveness of different feedback types had changed, I counted them as one person (rather than as "two" counts of changed preferences) in order to show overall feedback preference change. As a result, I saw that 52% of the students (83 students out of 160) had changed their feedback preferences. Figure 9 shows the numbers of students and percentages of the changes between the two questionnaires according to whether the students moved towards or away from their teachers' actual style. The students who changed their preferences *towards* their teachers' style numbered 40 out of 160 students, which is 25% of the participant students. The number of students who moved *away* from their teachers' style was 17, which is 11% of the total students. The students who changed their preferences between feedback types *other* than their teachers' totaled 26, which is 16% of the students. On the other hand, whilst about half of the students changed their feedback preferences, it was observed that none of the teachers changed their own feedback styles over the ten-week period.

Figure 9 - Changes in students' feedback preferences between questionnaires 1 and 2
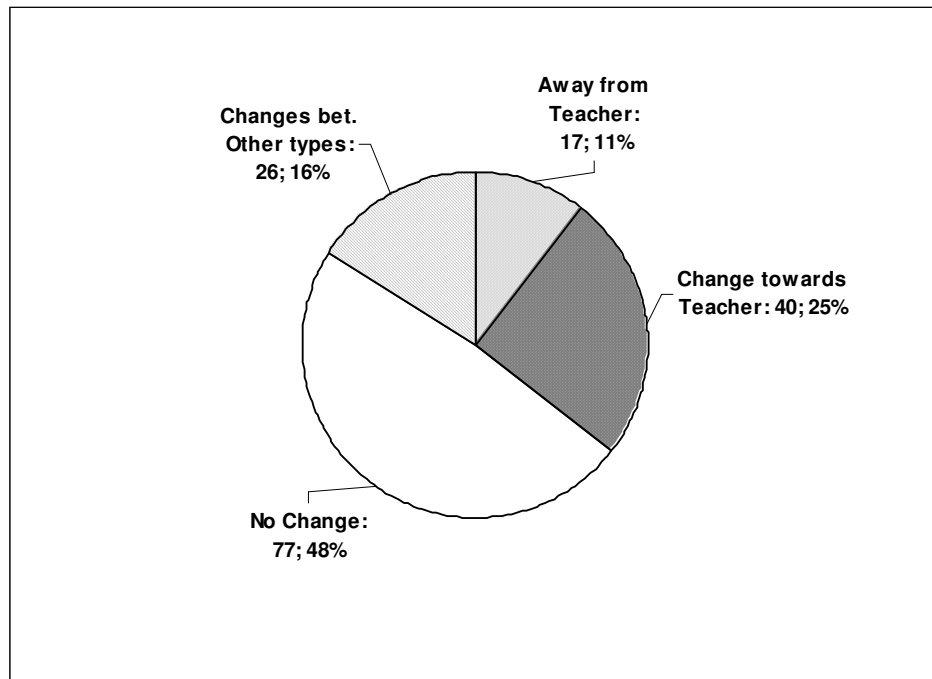
Direction of the Change between Questionnaire 1 and Questionnaire 2

Having determined that change of preferences actually did occur, it was time to look more carefully at the direction of that change. By looking at the direction of the change, it becomes possible to see which feedback type attracted the most students, and which type pushed the most away. Figure 10 shows which feedback types the students ended up generally preferring at the end of the study (first consideration). Of 154 total students, 50 students changed their reported general feedback preferences in the first consideration. The plurality of them (44%) tended to choose feedback type B, and type A was the second choice with 24%. Although type C was not any teachers' style in this study, surprisingly it received a high general preference percentage of 18%.

Figure 10 - First Consideration (General preferences), the direction of the changes to different feedback types (50 students)
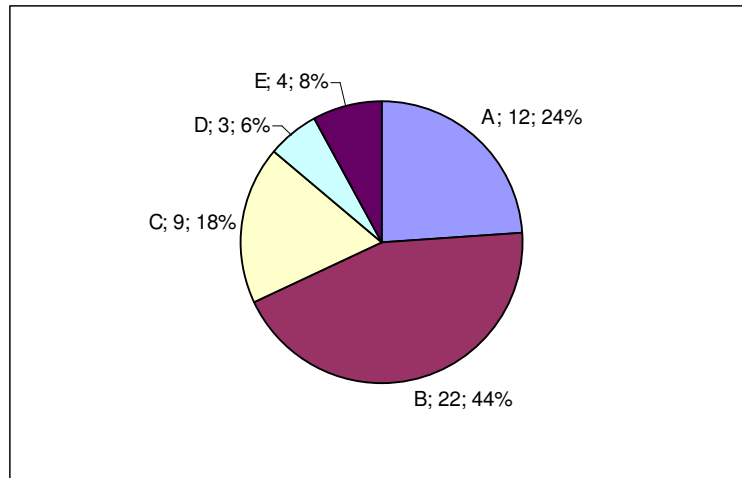
In the second consideration, in which students were asked which feedback type they found most effective for learning, 64 out of 160 students expressed a new preference (See Figure 11). There is a noticeable tendency towards type C (28%) nearly doubling from the first to the second consideration; type B again attracts the most newcomers; and type A sees 20% of the students coming to value its benefits for their writing skills improvement.

Figure 11 - Second Consideration (Effectiveness for learning): the direction of the changes to different feedback types (64 students)
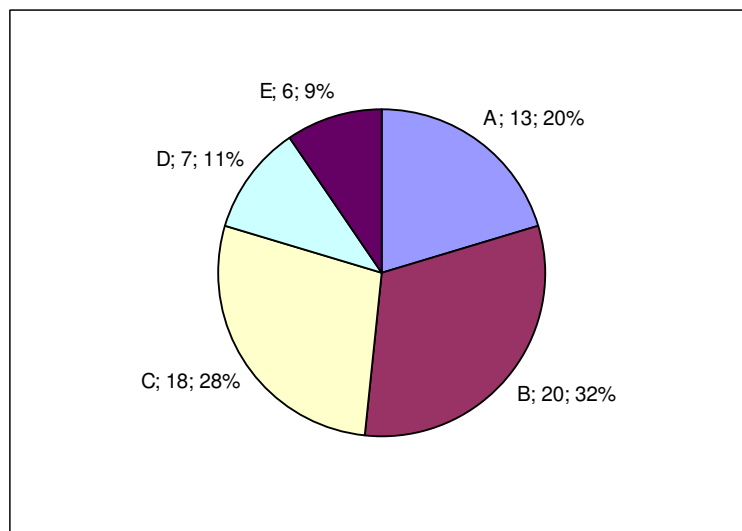
Student Interviews

Upon seeing the directions of the various changes, I conducted interviews with those students who had changed their preferences between questionnaire 1 and questionnaire 2 towards their teachers' style or moved away from their teachers' style, in order to try and understand the reasons for the changes. 54 students were invited to the interviews; however 24 students could not be interviewed due to their absence. Thirty students were interviewed; 17 of them were among those who had moved towards type B, nine of them were of those who had moved to type A, and four of them were from among the ones who had moved to type C.

Before I started the study, I had assumed that students would change their feedback preferences towards their teachers' feedback styles because they were affected in one way or another by their teachers' styles; however, none of the students reported that there was an effect of their teachers' styles in their changing feedback preferences (see Appendix H). When the students were asked the reasons for their change, those (17 students) who had moved to the coded-marked feedback (type B) generally reported that they (16 out of 17) felt they had made some progress in English, and that they did not need direct feedback anymore; they did not therefore want to be corrected for their errors, because they felt they could now correct them themselves. They also said that type B was better for their current level of English, and that it would help their learning and retention. One student said, "feedback should not be direct correction, this is not good, if we find the errors ourselves, we remember it better." Another student said, "we progressed and we don't need type A anymore, it is too easy."

Similarly, those who moved towards preferring uncoded-marked feedback (type C) reported that they (4 out of 4) wanted to deal with feedback that makes the correction more challenging for them. They wanted to understand what the error was and correct it themselves, and it was surprising to hear from them that they did not want to be told the type of errors. One student said, "I want to know *where* the error is, but I want to discover *what* the error is." Another student said, "our teacher has always been giving coded-marked feedback, and although we have improved a lot, she did not change her style; she should change it, and it should be more difficult to correct." These students wanted fewer clues about the errors they were making.

Those who changed their preferences towards direct correction (type A) said that they (8 out of 9) wanted easier feedback type, because they found correcting their errors difficult. One student said, "I sometimes don't understand the codes". Another said, "This (type A) is clearer to understand my errors." They wanted their errors to be corrected by their teachers, and they complained that the coded-marked feedback was time-consuming, and that it was not supporting their development in writing, but rather inhibiting.

In the interviews, none of the students were exactly sure that their change in preference was due to their teacher's style. Also, none of the students were unsure about the reasons for their change. As an extra category of the answers, some students wanted easier feedback and that was the reason for their change. Table 14 shows the number of the answers of the student in the interviews in two categories: The students who think the new feedback type is better for learning, and those who think the new type is easier.

Table 14 - Interview Results, categorized answers

Feedback Type	Better for learning	Easier
A	1	8
B	16	1
C	4	

Conclusion

This chapter focused on reporting the findings of the data. First, the findings

of student questionnaire 1 were evaluated using percentages. Then, the findings of

the teacher questionnaire were reported, and teachers' and students' preferences were

compared. Next, the results of student questionnaire 2 were discussed and the

directions of the changes were compared between the two considerations. Finally, the

reasons of the change in students' preferences were explained through the findings of

the student interviews. In the next chapter, the findings of the study will be evaluated

by referring to the literature, the limitations will be drawn, the pedagogical

implications will be discussed, and ideas for further studies will be advised.

CHAPTER 5: CONCLUSION

Summary of the Study

The purpose of this study was to find out whether students change their writing feedback preferences over a given period of schooling, and if so, in which ways and why. The study first investigated the students' initial preferences before being exposed to their teachers' feedback styles; then the teachers' styles were determined. After ten weeks of instruction, the students' preferences were examined again in order to see if there had been any change in their choices. The answers were compared one by one between questionnaires 1 and 2. The students who had changed their preferences were found to be more than half of the total student participants. Upon this result, 30 students were interviewed, and their answers were classified and counted according to predetermined categories.

The study was conducted at the School of Foreign Languages of Istanbul Technical University. Eleven teachers volunteered to participate in the study together with their classes. In the initial questionnaire, there were 201 students in the study. However, because of student absences in the first and/or second questionnaire(s), the number of student participants decreased to 160. This chapter includes evaluation of the research findings referring to the research questions and relevant literature, the limitations of the study, the pedagogical implications based on the findings, and the ideas for further research.

Discussion of the Results and Conclusions

In this section, the data will be evaluated according to the research questions.

What are the students' initial reported feedback preferences in writing?

In this study, the students were asked to think about the feedback types in two different ways; in the first part of each questionnaire (first consideration) they were asked to choose their favorite types as their general preferences, and in the second part of each questionnaire (second consideration), they were asked to think again and rank the types according to which could be the most effective type for learning and retaining that knowledge. The results of student questionnaire 1 showed that in the first consideration in general, nearly half of the students (46%) reported preferring their feedback in the form of direct correction (type A). In addition, a substantial number of students (36%) initially chose coded-marked feedback (type B). Therefore, these two types were initially chosen by a total of 82% of the students. As an answer to the first research question, it can be said that the great majority of students either wanted direct feedback or coded-marked feedback. When compared with the other three types, these two feedback types are more detailed and they give clearer clues about the errors. They are more explanatory and they leave less work to the students. This high percentage of the two types together shows that, at the beginning of the second semester, most students wanted to be given the most possible detailed feedback.

In fact, however, these two types are quite contrary to each other. While type A provides the students with direct correction of their errors, type B makes the students find the correction by using the given codes as clues. If a teacher with a class in which students are divided between these two types wants to use direct feedback, the students who prefer type B might feel that they are not progressing, since they do not have to work to correct their errors. If the teacher wants to use

coded-marked feedback in the class, then the students who prefer type A might feel insecure and they might lose confidence in the feedback style of the teacher. Only a feedback strategy can deal with this dilemma. In such classes teachers need to negotiate with the students on the feedback style or styles they will use (Ferris, 1997); such mixed results clearly support the argument that negotiation should be a part of every teacher's feedback strategy.

It was observed that feedback types A, B, and C attracted more students than types D and E. Although types A, B, and C are different, their common feature is that they indicate the locations of the errors. Unlike these types, types D and E give few if any clues about the locations of the errors. Therefore, it can be said that students want to at least be shown where the error is, rather than looking blindly for their probable errors in their writing.

In the initial second consideration, exploring students' initial feelings about the effectiveness of different feedback types in improving their writing skills, direct feedback and coded-marked feedback, type A with 36% and type B with 35% had nearly equal percentages. This finding contradicts the results of Proud (1999), and Ferris & Robert (2001) in which students distinctly reported preferring coded-marked feedback. These studies, however, were conducted in ESL environment and the level of the students was higher than the level of the participants in this study.

When the first and second considerations are compared, it is seen that whilst type A made a steep decrease and type B stayed nearly stable, there was a tendency of increase in the less direct types, C, D, and E. This tendency towards more indirect feedback types on second consideration shows that although the students tend to *want* the easiest type for themselves, they are also conscious that the indirect

feedback types could be better for their learning how to write. This result is similar to Chandler's study (2003), in which, although students preferred direct correction because it was the fastest and easiest for them in revising their papers, they admitted that they learnt most when teachers used underlining with description by symbols.

Looking at this from another angle, when the least preferred types were considered, it was seen that the students chose types E and D as their least preferred types. Moreover, 15 percent of the students selected type A as their least preferred type. On the other hand, types B and C shared only 1% as the list of the least preferred. The relatively high score for type A, direct correction, as a highly unwanted feedback type, can again be attributed to the consciousness of the students about the ineffectiveness of direct feedback for learning purposes. It can be said that many students found direct correction not beneficial for their writing development.

What are the teachers' reported feedback preferences in writing; do they employ them in their corrections?

The participant teachers preferred the first three feedback types in the teacher questionnaire: types A, B, and C, and no teacher stated any preference for types D and E (see Figure 3). Type A was preferred by four teachers, type B by six teachers, and type C by one teacher. However, it was seen that some teachers' actual feedback practices were different from what they reported in the questionnaire. When the composition papers were looked at, the teacher participants were seen to be mostly using indirect coded-marked feedback, type B, except for two teachers who were using direct feedback, type A. When the teachers' reported preferences are considered, it is seen that they are not much different from the students' preferences, as both groups selected type A and B as their most preferred types. This harmony

between the teachers and students has been also seen in previous studies (Kanani and

Kersten, 2005; Lee, 2004). However, when the teachers' practices are taken into

consideration, a discrepancy is seen between the students' preferences and most

teachers' practices. While most teachers were using coded-marked feedback, about

half of the students wanted direct correction. This mismatch was also revealed in

Yılmaz' (1996) and Diab's studies (2006).

Do the students' reported writing feedback preferences change over time? If so, how

and why?

Student questionnaire 2 revealed that a little over half of the participant

students (52%) changed their first preferences in both considerations over the ten

week period. This high number suggests that students do not necessarily stick with

the same feedback type throughout the school year. It is important to note that

teachers, on the other hand, used only a single feedback style and they did not see a

need to change it.

When the students' preferences in both questionnaires were compared, it was

seen that most often the change was towards coded-marked feedback (type B). This

was true in both considerations, in other words, both in terms of their overall

preferences and in terms of the style they see as most effective for learning and

retention (44% and 32%). This type of feedback also happens to be the one which

was used by nine out of eleven participant teachers in the study. Regarding the

directions of the change, type C made an important increase between the two

considerations, that is, when the students were asked to consider the best type for

their learning and retention, more students selected type C in the second

consideration (28%) than the first consideration (18%), although it was not any

teachers' practice in the writing papers. This new finding belongs to this study only and does not refer to any previous studies as there are not any studies investigating the change in writing preferences yet. The reasons behind the change in students' preferences were revealed in the student interviews.

Findings of the Interviews

Before I started the study I had assumed that the students would change their feedback in reaction to their teachers' style, that is, because they were affected - either positively or negatively- by the feedback style used in their papers. However, interviews with the students who changed their preferences showed that they tended to change their preferences because they thought that they had progressed in English, and they could correct their errors if they were given some clues like those in coded feedback (type B).

In addition, when the directions of the change are considered, it is seen that uncoded-marked feedback (type C) attracted more change in the preferences in the second consideration than the first consideration. It nearly doubled when the students were asked to determine the feedback type most effective for learning. A tendency towards type C occurred, even though none of the teachers were using it as their style in the papers. The interviews also revealed that the students who chose type C as their first preference reported feeling that they needed a more challenging type than coded feedback. They said they were able to understand the types of the errors and they did not need to be told the type by codes anymore. They wanted to be forced to find the types of the errors and correct them themselves. These students thought their teachers' feedback styles were sufficient at the beginning of the term, but after ten

weeks they were saying that their teachers should change the style and use more indirect styles in order to make the students work more on corrections.

Direct correction (type A) attracted about 13 percent of the changing preferences in both considerations. The students who changed their preferences to type A tended to say that they wanted easier feedback from their teachers. They said it was difficult to understand the codes in the feedback, and most importantly, they found correcting the errors very difficult and time-consuming. These students looked as if they did not grasp the point behind receiving coded feedback from their teachers. It can be also said that the teachers were unable to convey their goals to the students efficiently while giving uncoded feedback. As a result, while many students were able to see development in their writing ability and were able to decide that the level of feedback should be adjusted according to their development, those who chose type A did not seem to feel a need for any adjustment of the feedback according to their development. It is possible as well that they simply did not see any development in their writing either.

<p style="text-align: center;">Limitations of the Study</p>

The greatest limitation in this study was arguably time. Due to the restraints of the MA TEFL program, the study could be started only at the beginning of the second semester, which caused the study to be conducted in a very short period. If it had been conducted over an entire school year, it could have been possible to observe that more students might change their feedback preferences, possibly to different new ones, or even back to old preferences. The reasons for these changes might have changed over time as well.

Next, most of the teacher participants did not ask their students to write as many assignments as the portfolio requirements. Therefore, the number of the writing tasks could not be same for all classes. This resulted in some students having less exposure to their teachers' feedback style than others. In addition, because many teachers did not ask their students to revise their papers according to the teacher's feedback, it might have been difficult for students to decide whether their teacher's feedback was influential in their writing development.

An important limitation was that the students were exposed to only one type of feedback, which was their teachers' style, and they were not given any feedback in the other types, which they were asked to choose among in the questionnaires. Therefore, it should be kept in mind when considering their results that their reported preferences are based on their speculations about feedback types to which they were not necessarily exposed, rather than on actual experience.

Finally, the data in this study could be collected only from pre-intermediate level students. Students from other level of proficiency were not included in the study. Whether the results are applicable to the other levels is not clear.

Pedagogical Implications

First of all, in this study I noticed that every class wrote a few compositions, but the amount changed from class to class. Also, most of the teachers did not ask the students to correct their mistakes, but a few did. It was unfortunate to see that while most students were given direct correction or coded feedback, they were not asked to revise their papers for corrections or to solve the codes and correct their errors. I requested one of the teacher participants who was using direct feedback to ask her students to revise their papers, and she and I saw that even with the direct feedback

the students sometimes had difficulties understanding the teachers' corrections. Some students could not even use the corrections suitably, or they wrote the corrections incorrectly. The teacher decided to give more feedback and to ask the students to revise their papers again. In order to make sure students see the benefit in receiving feedback, teachers are reminded once again to ask their students to revise their papers by using their feedback and to write their papers again with corrections, but teachers are also reminded of the importance of making sure their feedback is clear (Bitchener et al, 2005; Chandler, 2003; Çağlar, 2006; Ferris, 2004; Hyland and Hyland, 2006; Leki, 1991; Zamel, 1985).

While doing this study, I very often witnessed that teachers felt most students to be lazy and not interested in writing. According to the teachers, students thought that the type of feedback was not important for them, as they never attempted to learn from the feedback. I have also seen that the teachers tended to look at feedback as either simply correcting everything or marking and coding the mistakes in the students' papers. So, while the teachers spend considerable time to read the papers at home, this effort is not adding to the students' learning. In other words, teachers see themselves as merely error detection machines, and most teachers fail to use the feedback to promote development in the students' writing ability. On the other hand, this study shows that the students are conscious enough to see their own development in language and even to have an idea about which type of feedback they should receive according to the proficiency level they have reached. Teachers should not therefore underestimate their students' capacity. If teachers have the impression that their students are not interested in their teacher's feedback in writing, and if the students are simply putting away their papers after they receive feedback from their

teachers, it may not be because of students' disinterest, but because of the absence of a feedback policy. Teachers are advised therefore to have feedback policies that go along with their goals and objectives, and students should be made aware of these goals and objectives.

Before I started this study, I had assumed that the students would ultimately choose the same preference with their teacher's style, having been affected by the style used in their papers. As approximately half of those who changed their preferences (40 out of 83) moved towards their teacher's style, the results first seemed to support my assumption. However, the interviews revealed that the students changed their preferences not because they were affected by their teachers' styles, but because they were aware of their personal development and they felt they could determine the type of the feedback they should be given in their papers. This study revealed that students need different feedback types at different stages of their writing development. In view of this, teachers should therefore also consider adding changing feedback types into their feedback policies, to correspond to the students' development in writing (Ferris, 2004). They should try to adjust their feedback style according to the students' needs along with the development in their levels. I advise teachers to start with direct correction especially with lower level students as these students may be unable to identify and correct their errors with indirect feedback types, and progress gradually towards more indirect feedback. The ultimate indirect feedback to be used with advanced students would be to give no feedback on grammar at all. At this point, minor errors can be ignored as long as they are not threatening meaning and fluency. When a teacher sees that it is not necessary to give any direct feedback to students because of the increase in students' accuracy level,

such a change will help the students gain even greater confidence in writing in a second language.

A more progressed approach for a teacher might be to adjust his/her feedback within a particular writing text according to the students' different stages of development. In this case, a teacher might provide direct feedback on things students have not learned yet and cannot therefore be expected to be able to self-correct, moving on towards more indirect feedback for things being studied at the moment (bringing the location of the errors to their attention but not providing the answer) and even more indirect feedback for things the students should know very well (e.g. a general end-of-essay note about watching out for 'third person s'). Through such strategic feedback practices, varying even in the same essay according to the students' development and needs, a teacher might help students' develop more accurate writing and help build up their ability to self-edit.

Implications for Further Research

In this study, it has been found that many students changed their writing feedback preferences, claiming that they had progressed in their writing ability; therefore, they thought they could handle more indirect feedback. Though the students reported such rationales, there is no evidence of their actually having made any progress in their writing. In view of this, it would be useful to conduct a correlation study to see whether there is a relationship between actual improvement in writing skills and desire for less direct feedback styles.

This non-experimental study explored changes based on students being exposed to primarily one type of feedback. Further research should be conducted to see whether different specific feedback types have different results on students'

preferences. In such a study, teachers can be asked to give different kinds of feedback, and the students can again be observed to see whether they change their preferences, and if so, for what reasons.

The students in this study reported wanting different kinds of feedback types according to their own developing levels in writing. An exploratory study could be designed to find the best way of setting up a feedback program in which students can be given different stages of feedback according to their developing levels of proficiency.

Conclusion

The primary aim of this study was to find out whether students change their writing feedback preferences over time, and if so, in what way and why they change. The findings of this study have demonstrated that this change occurs in students' preferences, generally from direct feedback towards a desire for more indirect feedback. The reasons for the change have been attributed largely to the students' own perceptions of a development in their proficiency levels.

The study suggests that teachers should consider using different feedback techniques changing according to the students' needs and proficiency levels. What this study offers will provide the teachers and students with a consistent way of scaffolding an influential feedback communication and in turn will be beneficial for the improvement of students' accuracy levels.

REFERENCES

Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing, 9,* 227-257.

Bitchener, J., Young, S., Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing, 14*, 191–205.

Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing, 12*, 267-296.

Çağlar, E. (2006). *EFL students' cognitive journey through the teacher's written feedback.* Unpublished master's thesis. Bilkent University, Ankara.

Diab, R.L. (2006). Error correction and feedback in the EFL writing classroom: Comparing instructor and student preferences. *Forum, 44,* 2-13.

Fathman, A. & Walley, E. (1990). Teacher response to student writing: Focus on form versus content. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 178-190). Cambridge: Cambridge University Press.

Ferris, D. (1999). The case for grammar correction in L2 writing classes: A response to Truscott (1996). *Journal of Second Language Writing, 8,* l-11.

Ferris, D. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly, 31*, 315-339.

Ferris, D. & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing, 10,* 161–184.

Ferris, D. (2004). The grammar "correction debate" in L2 writing: Where are we, and where do we go from here? (and what do we do in the meantime…?). *Journal of Second Language Writing, 13,* 49–62.

Greenslade, T. A., Felix-Brasdefer C. F. (2006). Error Correction and Learner Perceptions in L2 Spanish Writing. *Selected proceedings of the 7th conference on the acquisition of Spanish and Portuguese as first and second languages,* 185-194.

Hedgcock, J., & Lefkowitz, N. (1994). Feedback on feedback: Assessing learners' receptivity to teacher response in L2 composing. *Journal of Second Language Writing, 3*, 141-163.

Hyland, F. & Hyland, K. (2001). Sugaring the pill: Praise and criticism in written feedback. *Journal of Second Language Writing, 10*, 185–212.

Hyland, F. & Hyland, K. (2006). Feedback on second language students' writing. *Language Teaching, 39*, 83-101.

Kanani, N. & Kersten, M. (2005). Do students learn from feedback? An inquiry into teacher and student perceptions. *The ATESL Newsletter, The Alberta Teachers of English as a Second Language (ATESL)*, 12-16.

Lee, I. (2004). Error correction in L2 secondary writing classrooms. *Journal of Second Language Writing, 13,* 285–312.

Leki, I. (1991) The Preferences of ESL students for error correction in college-level writing classes. *Foreign Language Annals, 24,* 203-221.

Miao, Y., Badger, R., Zhenc, Y. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing, 15,* 179–200.

Min, H. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing, 15,* 118–141.

Mıstık, S. (1994). *The effect of peer feedback on the development of Turkish EFL students' writing proficiency.* Unpublished master's thesis. Bilkent University, Ankara.

Perpignan, H. (2003). Exploring the written feedback dialogue: A research, learning and teaching practice. *Language Teaching Research, 7(2),* 259-278.

Proud, R. (1999). *An investigation into selected factors influencing the feedback preferences of university-level ESL students on compositions.* Unpublished master's thesis. Concordia University, Montreal, Quebec, Canada.

Qi, D. S., Lapkin, S. (2001). Exploring the role of noticing in a three-stage second language writing task. *Journal of Second Language Writing, 10,* 277–303.

Robb, T., Ross, S. & Shortreed, I. (1986) Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly, 20*, 83-93.

Semke, H.D. (1984). Effects of the red pen. *Foreign Language Annals, 17*, 195-202.

Sugita, Y. (2006). The impact of teachers' comment types on students' revision. *ELT Journal, 60*, 34-41.

Truscott, J. (1996). The case against grammar correction in L2 writing classes: Review article. *Language Learning, 46,* 327-369.

Truscott, J. (2004). Evidence and conjecture on the effects of correction: A response to Chandler. *Journal of Second Language Writing, 13,* 337–343.

Uzel, F. E. (1995). *A descriptive study of first-year university students' reactions to teachers' written feedback.* Unpublished master's thesis. Bilkent University, Ankara.

Yılmaz, S. (1996). *Teachers' and students' preferences for written error correction techniques.* Unpublished master's thesis. Bilkent University, Ankara.

Zamel, V. (1985). Responding to student writing. *TESOL Quarterly, 19*, 79-101.

APPENDICES

APPENDIX A: TEACHERS WITH YEARS OF EXPERIENCE

Teachers	Years of Experience
1	10
2	14
3	9
4	11
5	15
6	12
7	13
8	13
9	1
10	21
11	1

APPENDIX B: THESIS INFORMATION FOR TEACHERS *(ENGLISH)*

Thesis Work about Writing Feedback

Rüştü Sakallı, rsakalli@gmail.com, 0535 365 2450

Dear Teacher;

This study will investigate whether there is a change in students' writing feedback preferences. In order to do this, I need your and your students' cooperation. I will never ask you to do anything in the classroom. I will not ask you to change your feedback style. I will always ask you to be as natural as you are.

I only want to conduct a questionnaire with the students to understand their feedback preferences. You can also look at their answers; however, I will ask you not to be affected by their answers and not to change what you do as the feedback. Along with this questionnaire, I'd like to ask you some questions regarding your feedback style, so that I can distinguish students who think different from you. However, as I said, please do not do anything for those students other than your usual instructions or feedback.

I also need to observe students' papers after their revision. Therefore, every week I would like to come to school, and with your permission, I'd like to look at the class file and follow the papers. Please, don't feel any disturbance by my looking at your feedback on the papers. My aim is to see what students have done with your feedback, not your feedback skills. If I have any questions, if you don't mind, I will ask them to you.

Again, every week I may ask you whether you are doing any special things with the feedback, whether any students have asked you any questions about their papers, etc.

At the end of one month, I will need to conduct one more questionnaire with the students, so that I can understand if there is any change in their feedback preferences. You can be sure that I will always consult you about the findings, and at the end I will evaluate the results together with you.

I would like to thank you for your contribution and help in advance.

Best Regards

Rüştü Sakallı

APPENDIX B: THESIS INFORMATION FOR TEACHERS *(TURKISH)*

Tez Çalışması

Rüştü Sakallı, rsakalli@gmail.com, 0535 365 2450

Sayın Meslektaşım;

Bu çalışmanın amacı, öğrencilerin yazılarında gördükleri geri bildirim tercihlerinde, zaman içinde herhangi bir değişiklik olup olmadığını görmektir. Bu çalışmayı gerçekleştirebilmek için sizin ve öğrencilerinizin katılımına ihtiyaç duymaktayım. Sizden sınıfta hiç bir zaman herhangi bir şey yapmanızı istemeyeceğim. Geri bildirim tarzınızı da hiç bir zaman değiştirmenizi istemeyeceğim. Aksine, her zaman nasılsanız öyle olmanızı isteyeceğim.

Öğrencilerin geri bildirim tercihlerini anlayabilmek için, sınıfınızda bir anket uygulamam gerekiyor. Bu anket sonuçlarını siz de görebilirsiniz, ama bu sonuçlardan hiç bir şekilde etkilenmeyiniz ve geri bildirim tarzınızı asla değiştirmeyiniz. Bu anket'e ek olarak, sizden farklı düşünen öğrencileri bulabilmek için, izninizle, size de kimi sorular sormam gerekiyor. Bu görüşme yaklaşık bir saati geçmeyecek (umarım☺).

Öğrencilerin yaptıkları hataları daha sonraki kağıtlarında tekrarlayıp tekrarlamadıklarını görmek için, onların kağıtlarına bakmaya ihtiyacım olacak. Eğer izin verirseniz, sınıf dosyasına her hafta geldiğimde bakıp öğrenci hatalarını inceleyeceğim. Lütfen ama lütfen, bu dosyaya bakmam sizi rahatsız etmesin; ben sadece öğrencilerin sizin verdiğiniz geri bildirimi takip edip etmediklerine bakacağım; amacım sizin geri bildirim becerinizi değerlendirmek değil. Herhangi bir sorum olduğunda sizinle konuşmak isteyeceğim.

Her hafta size, sınıfta geri bildiriminizle ilgili herhangi bir konuşma olup olmadığını, ya da herhangi bir öğrenciyle bu konuda konuşup konuşmadığınızı soracağım.

Bir ay sonra, öğrencilerin geri bildirim tercihlerinde herhangi bir değişiklik olup olmadığını anlamak için, onlara bir anket daha uygulayacağım. Bulgular hakkında her zaman sizin fikrinizi alacağım. Çalışmanın sonuçlarını sizinle birlikte değerlendireceğiz.

Yardımlarınız ve katılımınız için şimdiden teşekkür ederim.

Saygılarımla

Rüştü Sakallı

APPENDIX C: STUDENT QUESTIONNAIRE 1 *(ENGLISH)*

Writing Course Student Questionnaire 1   **Date:**

Dear Student;

We would like you to help us by answering the following questions concerning writing courses. This is not a test, so there are not "right" or "wrong" answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Your answers to any or all questions will be treated with the strictest confidence. Although we ask for your name on the first page, we do so only so that we can associate your answers on this questionnaire with those of other questionnaires which you will be asked to answer. It is important for you to know, however, that before the questionnaires are examined, your questionnaire will be numbered, the same number will be put on the section containing your name, and then that section will be removed. By following a similar procedure with the other questionnaires we will be able to match the questionnaires through matching numbers and avoid having to associate your name directly with the questionnaire. Your answers will also be typed in the computer in case your handwriting may reveal your identity.

<u>Personal Information</u>

Name and Surname:

Class:

Age:

E-mail address:

<u>Section A</u>

1. How old were you when you started learning English?

2. Have you ever learned English in a prep. class for a school year? If so, how old were you?

3. Before İTÜ, have you ever attended a writing course in any foreign language? If so, how old were you? How long did you attend that course?

4. What do you benefit from while you review your errors, such as class-mates, other friends, books, dictionaries, your teacher, your teacher's feedback, please state if there is anymore?

5. What color pen is used in your papers for the feedback? What do you think about this color?

Go to the next page.

Section B

Circle the number which is closest to your opinion about the following statements.	I strongly disagree.	I disagree.	I do not think I agree.	I may agree.	I agree.	I strongly agree.
1. I have been informed about the aim of the writing course and its contribution to my university and future life.	-3	-2	-1	1	2	3
2. I have been informed about what kind of writing is asked at YDY.	-3	-2	-1	1	2	3
3. I have been informed about the proficiency level of writing I have to reach.	-3	-2	-1	1	2	3
4. I will be able to reach the proficiency level with the writing course given at YDY.	-3	-2	-1	1	2	3
5. I like the writing course.	-3	-2	-1	1	2	3
6. I find the number of hours for writing course enough.	-3	-2	-1	1	2	3
7. I want my papers to be marked.	-3	-2	-1	1	2	3
8. I want teacher's feedback on my papers every time.	-3	-2	-1	1	2	3
9. My teacher's comments about my ideas and content of my composition are important.	-3	-2	-1	1	2	3
10. My teacher's comments about the grammar errors in my composition are important.	-3	-2	-1	1	2	3
11. I want my teacher to focus on my ideas and organization, more than on my errors, in my first draft. My errors should be indicated in the last drafts.	-3	-2	-1	1	2	3
12. In the classroom, it is not disturbing for me if my name is mentioned and one of my errors is shown to be an example.	-3	-2	-1	1	2	3
13 Before I give my paper to my teacher, I want to have my class-mates check my paper.	-3	-2	-1	1	2	3
14. I review my paper before I give it to my teacher.	-3	-2	-1	1	2	3
15 I am content with my teacher's type of feedback after he/she checks my papers.	-3	-2	-1	1	2	3
16 After my teacher gives me his/her feedback, I want him/her to talk to me about my paper.	-3	-2	-1	1	2	3
17. Apart from the course hours and homework, I also try to improve my writing skill by doing some other things, such as writing essays, letters, diaries, etc.	-3	-2	-1	1	2	3

Go to the next page.

Section C

1. Tick one of the best choices for you below.

I want my grammar errors in my composition to be shown	all in the first draft.	
	some parts in the first draft, others in the following drafts.	
	all in the last draft only.	

2. Which one of the feedback types below would you most prefer in your papers? Make your preferences by writing numbers from 1 to 5 into the boxes next to the statements. "1" represents your first preference, and "5" represents your last preference.

3. Which one of the feedback types above may be most effective for your writing and most retained in your memory? Make your preferences by writing numbers from 1 to 5 next to the related letters. "1" represents your first preference, and "5" represents your last preference.

a. __
b. __
c. __
d. __
e. __

4. What else would you like to be asked about writing courses?

Thanks ☺

APPENDIX C: STUDENT QUESTIONNAIRE 1 *(TURKISH)*

Writing Dersi Öğrenci Anketi 1   **Tarih:**

Sayın Öğrencimiz;

Bu ankette yer alan writing dersleri hakkındaki soruları yanıtlayarak bize yardımcı olmanızı diliyoruz. Bu bir test değildir, o nedenle "doğru" ya da "yanlış" yanıtlar yoktur. Biz daha çok sizin kişisel görüşlerinizle ilgileniyoruz. Araştırmanın amacına ulaşabilmesi için, lütfen soruları içtenlikle yanıtlayınız. Yardımlarınız için çok teşekkür ederiz.

Herhangi bir soruya ya da tüm sorulara verdiğiniz yanıtlar en itinalı şekilde gizli tutularak ele alınacaktır. Her ne kadar isminizi birinci sayfada soruyorsak da, bunun amacı bu anket ile size daha sonra uygulayacağımız anketler arasında bağlantı kurabilmek içindir. Ayrıca, anketlerdeki yanıtlarınız incelenmeden önce, anketiniz numaralandırılacak, bu numara isminizin olduğu yere yazılacak, ve isminiz anketten silinecektir. Diğer anketlerde de aynı yol izlenerek, isminizin anketler üzerinde görülmesinden kaçınılarak, anketleri birbiriyle eşleştirmek mümkün olacaktır. Kimliğinizin el yazınızdan da anlaşılmaması için, yanıtlarınız bilgisayarda yazılacaktır.

Kişisel Bilgiler

Adınız Soyadınız:

Sınıfınız:

Yaşınız:

E-mail adresiniz:

Kısım A

1. Kaç yaşınızda İngilizce öğrenmeye başladınız?

2. Daha önce hiç bir hazırlık sınıfında bir okul yılı boyunca İngilizce öğrendiniz mi? Eğer öğrendiyseniz kaç yaşınızdaydınız?

3. İTÜ'den önce herhangi bir yabancı dilde writing dersi aldınız mı? Eğer aldıysanız kaç yaşınızdaydınız? Ne kadar süre boyunca aldınız?

4. Hatalarınızı gözden geçirirken ve düzeltirken nelerden yaralanırsınız, örneğin sınıf arkadaşları, başka arkadaşlar, kitaplar, sözlükler, öğretmeniniz, öğretmeninizin geri bildirimi, ve başka varsa lütfen belirtiniz?

5. Kağıtlarınızda geri bildirim için ne renk kalem kullanılıyor? Bu renk hakkında ne düşünüyorsunuz?

Diğer sayfaya geçiniz.

Kısım B

Aşağıdaki ifadelerde görüşünüzü en uygun yansıtan sayıyı yuvarlak içine alınız.	Kesinlikle katılmıyorum.	Katılmıyorum.	Katılacağımı sanmıyorum.	Katılabilirim.	Katılıyorum.	Kesinlikle katılıyorum.
1. YDY'da writing dersinin amacı, üniversite ve ileriki yaşamıma katacakları konusunda bilgilendirildim.	-3	-2	-1	1	2	3
2. YDY'da benden nasıl bir yazı türü istendiği hakkında bilgilendirildim.	-3	-2	-1	1	2	3
3. Proficiency sınavı için ulaşmam gereken yazma becerisinin seviyesi hakkında bilgilendirildim.	-3	-2	-1	1	2	3
4. YDY'da verilen writing dersleriyle ulaşmam gereken yazma becerisi seviyesine gelebileceğim.	-3	-2	-1	1	2	3
5. Writing derslerini seviyorum.	-3	-2	-1	1	2	3
6. Writing derslerinin saatlerini yeterli buluyorum.	-3	-2	-1	1	2	3
7. Yazılarıma not verilmesini istiyorum.	-3	-2	-1	1	2	3
8. Yazdığım kağıtlarda öğretmenim tarafından geri bildirimin her zaman olmasını istiyorum.	-3	-2	-1	1	2	3
9. Öğretmenimin fikirlerim ve yazımın içeriği (content) hakkındaki yorumları benim için önemlidir.	-3	-2	-1	1	2	3
10. Öğretmenimin yazımdaki dilbilgisi (grammar) hataları hakkındaki yorumları benim için önemlidir.	-3	-2	-1	1	2	3
11. İlk denememde öğretmenimin, hatalarımla değil, daha çok fikirlerim ve organizasyonumla ilgilenmesini isterim. Hatalarım sonraki denemelerimde gösterilsin.	-3	-2	-1	1	2	3
12. Sınıfta adım söylenerek bir hatamın sınıfa örnek gösterilmesi beni rahatsız etmez.	-3	-2	-1	1	2	3
13. Kağıdımı öğretmenime vermeden önce, sınıf arkadaşlarıma kontrol ettirmek isterim.	-3	-2	-1	1	2	3
14. Kağıdımı öğretmenime vermeden önce, onu gözden geçiririm.	-3	-2	-1	1	2	3
15. Öğretmenimin writing kağıtlarımı okuduktan sonra bana yaptığı geri bildirim şeklinden memnunum.	-3	-2	-1	1	2	3
16. Öğretmenim geri bildirimini verdikten sonra, kağıdımla ilgili olarak benimle konuşmasını isterim.	-3	-2	-1	1	2	3
17. Ders ve ödevlerim dışında, kendim de başka şeyler yaparak writing becerimi geliştirmeye çabalıyorum, örneğin makale, mektup, günlük yazarak, vs.	-3	-2	-1	1	2	3

Kısım C

1. Aşağıdaki tercihlerden sizin için uygun olanı işaretleyiniz.

Yazımdaki dilbilgisi (grammar) hatalarımın	tümü ilk denemede gösterilsin.	
	bir kısmı ilk denemede, diğerleri sonraki denemelerde gösterilsin.	
	tümü sadece son denemede gösterilsin.	

2. Bu geri bildirimlerden kağıdınızda hangisini en çok tercih edersiniz? Tercih sıranızı ifadelerin yanındaki kutulara 1'den 5'e kadar sayılar yazarak yapınız. "1" ilk tercihinizi, "5" en son tercihinizi göstermelidir.

```
        is        from     ⊙ live              ↖    a hot place
A. My name∧Ahmet. I am∧Turkey∧I lives Adana (in). It is hot (a) place.    [  ]

       MW        Prep.    P  V      WO        WO/ART
B. My name∧Ahmet. I am∧Turkey∧I lives Adana in. It is hot _a_ place.    [  ]

C. My name∧Ahmet. I am∧Turkey∧I lives Adana in. It is hot _a_ place.    [  ]

D. My name  Ahmet. I am  Turkey I lives Adana in. It is hot a place.  **6 errors**    [  ]

E. My name  Ahmet. I am  Turkey I lives Adana in. It is hot a place.    [  ]
   *Good Ahmet; I think you like your city very much. What about
   using some connectors and checking grammar mistakes!*
```

3. Yukarıdaki geri bildirim şekillerinden hangisi sizin için en öğretici ve en akılda kalıcı olur? Tercih sıranızı ilgili harflerin yanına 1'den 5'e kadar sayılar yazarak yapınız. "1" ilk tercihinizi, "5" en son tercihinizi göstermelidir.
a. __
b. __
c. __
d. __
e. __

4. Size writing dersleriyle ilgili başka ne sorulsun isterdiniz?

Teşekkürler ☺

APPENDIX D: STUDENT QUESTIONNAIRE 2 *(ENGLISH)*

Writing Course Student Questionnaire 2   **Date:**

Dear Student;

We would like you to help us by answering the following questions concerning writing courses. This is not a test, so there are not "right" or "wrong" answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Your answers to any or all questions will be treated with the strictest confidence. Although we ask for your name on the first page, we do so only so that we can associate your answers on this questionnaire with those of other questionnaires which you will be asked to answer. It is important for you to know, however, that before the questionnaires are examined, your questionnaire will be numbered, the same number will be put on the section containing your name, and then that section will be removed. By following a similar procedure with the other questionnaires we will be able to match the questionnaires through matching numbers and avoid having to associate your name directly with the questionnaire. Your answers will also be typed in the computer in case your handwriting may reveal your identity.

<u>Personal Information</u>

Name and Surname:

Class:

Age:

E-mail address:

<u>Section A</u>

1. Do you think you have made any progress in your writing skill this semester? Please state your comment.

2. What do you benefit from while you review your errors, such as class-mates, other friends, books, dictionaries, your teacher, your teacher's feedback, please state if there is anymore?

3. What color pen is used in your papers for the feedback? What do you think about this color?

Go to the next page.

Section B

Circle the number which is closest to your opinion about the following statements.	I strongly disagree.	I disagree.	I do not think I agree.	I may agree.	I agree.	I strongly agree.
1. I have been informed about the aim of the writing course and its contribution to my university and future life.	-3	-2	-1	1	2	3
2. I have been informed about what kind of writing is asked at YDY.	-3	-2	-1	1	2	3
3. I have been informed about the proficiency level of writing I have to reach.	-3	-2	-1	1	2	3
4. I will be able to reach the proficiency level with the writing course given at YDY.	-3	-2	-1	1	2	3
5. I like the writing course.	-3	-2	-1	1	2	3
6. I find the number of hours for writing course enough.	-3	-2	-1	1	2	3
7. I want my papers to be marked.	-3	-2	-1	1	2	3
8. I want teacher's feedback on my papers every time.	-3	-2	-1	1	2	3
9. My teacher's comments about my ideas and content of my composition are important.	-3	-2	-1	1	2	3
10. My teacher's comments about the grammar errors in my composition are important.	-3	-2	-1	1	2	3
11. I want my teacher to focus on my ideas and organization, more than on my errors, in my first draft. My errors should be indicated in the last drafts.	-3	-2	-1	1	2	3
12. In the classroom, it is not disturbing for me if my name is mentioned and one of my errors is shown to be an example.	-3	-2	-1	1	2	3
13 Before I give my paper to my teacher, I want to have my class-mates check my paper.	-3	-2	-1	1	2	3
14. I review my paper before I give it to my teacher.	-3	-2	-1	1	2	3
15 I am content with my teacher's type of feedback after he/she checks my papers.	-3	-2	-1	1	2	3
16 After my teacher gives me his/her feedback, I want him/her to talk to me about my paper.	-3	-2	-1	1	2	3
17. Apart from the course hours and homework, I also try to improve my writing skill by doing some other things, such as writing essays, letters, diaries, etc.	-3	-2	-1	1	2	3

Go to the next page.

Section C

1. Which one of the feedback types below would you most prefer in your papers? Make your preferences by writing numbers from 1 to 5 into the boxes next to the statements. "1" represents your first preference, and "5" represents your last preference.

```
              is          from      ⊙ live ↙        ↘    a hot place       ┌──┐
A. My name∥Ahmet. I am∥Turkey∥I lives Adana ⓘⓝ. It is hot ⓐ place.          └──┘

              MW          Prep.     P    V       WO        WO/ART           ┌──┐
B. My name∥Ahmet. I am∥Turkey∥I lives Adana in. It is hot a place.          └──┘

                                                                           ┌──┐
C. My name∥Ahmet. I am∥Turkey∥I lives Adana in. It is hot a place.          └──┘

                                                                           ┌──┐
D. My name Ahmet. I am Turkey I lives Adana in. It is hot a place. 6 errors └──┘

E. My name Ahmet. I am Turkey I lives Adana in. It is hot a place.          ┌──┐
Good Ahmet; I think you like your city very much. What about                └──┘
using some connectors and checking grammar mistakes!
```

2. Which one of the feedback types above may be most effective for your writing and most retained in your memory? Make your preferences by writing numbers from 1 to 5 into the boxes next to the statements. "1" represents your first preference, and "5" represents your last preference.

```
              is          from      ⊙ live ↙        ↘    a hot place       ┌──┐
A. My name∥Ahmet. I am∥Turkey∥I lives Adana ⓘⓝ. It is hot ⓐ place.          └──┘

              MW          Prep.     P    V       WO        WO/ART           ┌──┐
B. My name∥Ahmet. I am∥Turkey∥I lives Adana in. It is hot a place.          └──┘

                                                                           ┌──┐
C. My name∥Ahmet. I am∥Turkey∥I lives Adana in. It is hot a place.          └──┘

                                                                           ┌──┐
D. My name Ahmet. I am Turkey I lives Adana in. It is hot a place. 6 errors └──┘

E. My name Ahmet. I am Turkey I lives Adana in. It is hot a place.          ┌──┐
Good Ahmet; I think you like your city very much. What about                └──┘
using some connectors and checking grammar mistakes!
```

3. If you have anything to say more about writing courses, or anything you felt missing in this questionnaire, please write them on the back of this paper.

Thanks ☺

APPENDIX D: STUDENT QUESTIONNAIRE 2 *(TURKISH)*

Writing Dersi Öğrenci Anketi 2   **Tarih:**

Sayın Öğrencimiz;

Bu ankette yer alan writing dersleri hakkındaki soruları yanıtlayarak bize yardımcı olmanızı diliyoruz. Bu bir test değildir, o nedenle "doğru" ya da "yanlış" yanıtlar yoktur. Biz daha çok sizin kişisel görüşlerinizle ilgileniyoruz. Araştırmanın amacına ulaşabilmesi için, lütfen soruları içtenlikle yanıtlayınız. Yardımlarınız için çok teşekkür ederiz.

Herhangi bir soruya ya da tüm sorulara verdiğiniz yanıtlar en itinalı şekilde gizli tutularak ele alınacaktır. Her ne kadar isminizi birinci sayfada soruyorsak da, bunun amacı bu anket ile size daha sonra uygulayacağımız anketler arasında bağlantı kurabilmek içindir. Ayrıca, anketlerdeki yanıtlarınız incelenmeden önce, anketiniz numaralandırılacak, bu numara isminizin olduğu yere yazılacak, ve isminiz anketten silinecektir. Diğer anketlerde de aynı yol izlenerek, isminizin anketler üzerinde görülmesinden kaçınılarak, anketleri birbiriyle eşleştirmek mümkün olacaktır. Kimliğinizin el yazınızdan da anlaşılmaması için, yanıtlarınız bilgisayarda yazılacaktır.

<u>Kişisel Bilgiler</u>

Adınız Soyadınız:

Sınıfınız:

Yaşınız:

<u>Kısım A</u>

6. Bu dönem writing becerinizde ilerleme olduğunu düşünüyor musunuz? Yorumunuzu belirtiniz.

7. Hatalarınızı gözden geçirirken ve düzeltirken nelerden ve kimlerden yaralanıyorsunuz, örneğin sınıf arkadaşları, başka arkadaşlar, kitaplar, sözlükler, öğretmeniniz, öğretmeninizin geri bildirimi, ve başka varsa lütfen belirtiniz?

8. Kağıtlarınızda geri bildirim için ne renk kalem kullanılıyor? Bu renk hakkında ne düşünüyorsunuz?

Diğer sayfaya geçiniz.

Kısım B

Aşağıdaki ifadelerde görüşünüzü en uygun yansıtan sayıyı yuvarlak içine alınız.	Kesinlikle katılmıyorum.	Katılmıyorum.	Katılacağımı sanmıyorum.	Katılabilirim.	Katılıyorum.	Kesinlikle katılıyorum.
1. YDY'da writing dersinin amacı, üniversite ve ileriki yaşamıma katacakları konusunda bilgilendirildim.	-3	-2	-1	1	2	3
2. YDY'da benden nasıl bir yazı türü istendiği hakkında bilgilendirildim.	-3	-2	-1	1	2	3
3. Proficiency sınavı için ulaşmam gereken yazma becerisinin seviyesi hakkında bilgilendirildim.	-3	-2	-1	1	2	3
4. YDY'da verilen writing dersleriyle ulaşmam gereken yazma becerisi seviyesine gelebileceğim.	-3	-2	-1	1	2	3
5. Writing derslerini seviyorum.	-3	-2	-1	1	2	3
6. Writing derslerinin saatlerini yeterli buluyorum.	-3	-2	-1	1	2	3
7. Yazılarıma not verilmesini istiyorum.	-3	-2	-1	1	2	3
8. Yazdığım kağıtlarda öğretmenim tarafından geri bildirimin her zaman olmasını istiyorum.	-3	-2	-1	1	2	3
9. Öğretmenimin fikirlerim ve yazımın içeriği (content) hakkındaki yorumları benim için önemlidir.	-3	-2	-1	1	2	3
10. Öğretmenimin yazımdaki dilbilgisi (grammar) hataları hakkındaki yorumları benim için önemlidir.	-3	-2	-1	1	2	3
11. İlk denememde öğretmenimin, hatalarımla değil, daha çok fikirlerim ve organizasyonumla ilgilenmesini isterim. Hatalarım sonraki denemelerimde gösterilsin.	-3	-2	-1	1	2	3
12. Sınıfta adım söylenerek bir hatamın sınıfa örnek gösterilmesi beni rahatsız etmez.	-3	-2	-1	1	2	3
13. Kağıdımı öğretmenime vermeden önce, sınıf arkadaşlarıma kontrol ettirmek isterim.	-3	-2	-1	1	2	3
14. Kağıdımı öğretmenime vermeden önce, onu gözden geçiririm.	-3	-2	-1	1	2	3
15. Öğretmenimin writing kağıtlarımı okuduktan sonra bana yaptığı geri bildirim şeklinden memnunum.	-3	-2	-1	1	2	3
16. Öğretmenim geri bildirimini verdikten sonra, kağıdımla ilgili olarak benimle konuşmasını isterim.	-3	-2	-1	1	2	3
17. Ders ve ödevlerim dışında, kendim de başka şeyler yaparak writing becerimi geliştirmeye çabalıyorum, örneğin makale, mektup, günlük yazarak, vs.	-3	-2	-1	1	2	3

Diğer sayfaya geçiniz.

Kısım C

1. Aşağıdaki geri bildirimlerden kağıdınızda hangisini en çok tercih edersiniz? Tercih sıranızı ifadelerin yanındaki kutulara 1'den 5'e kadar sayılar yazarak yapınız. "1" ilk tercihinizi, "5" en son tercihinizi göstermelidir.

is *from* ⊙ *live* ↶ ↷ *a hot place* A. My name⋀Ahmet. I am⋀Turkey⋀I <u>lives</u> Adana ⓘⓝ. It is hot ⓐ place.	☐
MW *Prep.* *P* *V* *WO* *WO/ART* B. My name⋀Ahmet. I am⋀Turkey⋀I <u>lives</u> Adana <u>in</u>. It is hot <u>a</u> place.	☐
C. My name⋀Ahmet. I am⋀Turkey⋀I <u>lives</u> Adana <u>in.</u> It is hot <u>a</u> place.	☐
D. My name Ahmet. I am Turkey I lives Adana in. It is hot a place. ***6 errors***	☐
E. My name Ahmet. I am Turkey I lives Adana in. It is hot a place. *Good Ahmet; I think you like your city very much. What about using some connectors and checking grammar mistakes!*	☐

2. Aşağıdaki geri bildirim şekillerinden hangisi sizin için **en öğretici ve en akılda kalıcı** olur? Tercih sıranızı ifadelerin yanındaki kutulara 1'den 5'e kadar sayılar yazarak yapınız. "1" ilk tercihinizi, "5" en son tercihinizi göstermelidir.

is *from* ⊙ *live* ↶ ↷ *a hot place* A. My name⋀Ahmet. I am⋀Turkey⋀I <u>lives</u> Adana ⓘⓝ. It is hot ⓐ place.	☐
MW *Prep.* *P* *V* *WO* *WO/ART* B. My name⋀Ahmet. I am⋀Turkey⋀I <u>lives</u> Adana <u>in</u>. It is hot <u>a</u> place.	☐
C. My name⋀Ahmet. I am⋀Turkey⋀I <u>lives</u> Adana <u>in.</u> It is hot <u>a</u> place.	☐
D. My name Ahmet. I am Turkey I lives Adana in. It is hot a place. ***6 errors***	☐
E. My name Ahmet. I am Turkey I lives Adana in. It is hot a place. *Good Ahmet; I think you like your city very much. What about using some connectors and checking grammar mistakes!*	☐

3. Writing dersleriyle ilgili bu ankette eksik hissettiğiniz ve söylemek istediğiniz yorumlarınız varsa sayfanın arkasına yazabilirsiniz.

Teşekkürler ☺

APPENDIX E: TEACHER QUESTIONNAIRE

Teacher Questionnaire

Teacher's Name: Class:

1. As a writing course teacher, which one of these styles would you choose to give feedback? Make your preferences by writing numbers from 1 to 5 into the boxes next to the statements. "1" represents your first preference, and "5" represents your last preference. If you have more alternatives other than those below, please state.

2. While giving feedback, which one of the above styles will be the easiest and which one will be the most difficult? Make your preferences by writing numbers from 1 to 5 next to the related letters. "1" represents your first preference as the easiest, and "5" represents your last preference as the most difficult.

a. __
b. __
c. __
d. __
e. __

Thanks ☺

APPENDIX F: STUDENTS' PAPERS

<u>Samples from the students' papers showing the teachers' feedback styles</u>

APPENDIX G: STUDENT INTERVIEW

<u>Student Interview</u>

Why did you change your feedback preference?

    a) I don't know. I have got no idea.

    b) Because I think it is better. I can learn better with this way. I felt a

        progress in my English, so I need this kind.

    c) My teacher's style affected me.

APPENDIX H: TRANSCRIPTS OF THE STUDENT INTERVIEWS

Sample Transcripts of the Student Interviews

Ss	q1c1	q2c1	q1c2	q2c2	Turkish	English
1	A	B	A	B	Bu çok kolay, ama böyle olursa daha iyi öğreniriz.	This (type A) is too easy, but if it is like that (type B) we can learn better.
2	B	A	B	B	A'nın daha öğretici olacağını düşünüyorum.	I think type A is better to learn.
3	B	B	B	C	Bizi daha da zorlasın diye. Geliştik artık.	I want it (feedback) to force us. We have progressed.
4	B	B	B	C	Araştırıyoruz, böylece daha iyi öğreniyoruz.	We search (with this type C), so we learn better.
5	B	B	B	C	Bizi daha fazla zorlasın diye.	It should force us.
6	B	B	E	B	Araştırdığımda daha iyi öğreniyorum.	When I search, I learn better.
7	A	A	A	B	Artık düzeltmeleri kendim yapabilirim.	Now I can do the corrections myself.
8	B	B	A	B	B daha öğretici; zihnimizi yormalı; hazır olmamalı.	Type B is better for learning; it should tire our mind; it should not be ready.
9	B	A	B	A	A anlaması daha açık ve daha kolay.	Type A is clearer to understand, and easier.
10	A	A	A	B	Eğer doğrusunu araştırırsak daha kalıcı olur, çünkü geliştik artık.	When we search for the correction, it is more retaining, because we have developed.