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A COMPARISON BETWEEN NATIVE-SPEAKER TEACHERS
AND
NON-NATIVE SPEAKER TEACHERS IN THEIR ATTITUDES TO
FEEDBACK ON WRITING

A THESIS PRESENTED BY
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ABSTRACT

Title: A comparison between native-speaker teachers and non-native speaker teachers in their attitudes to feedback on writing.

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Many institutions employ both native English speaker teachers (NSTs) and non-native English speaker teachers (NNSTs) on their staffs. A long standing question has focused on instructional differences, if any, between NSTs and NNSTs. One area of research that is related with difference between NSTs and NNSTs is their attitudes towards feedback on writing. This study investigates whether there is a difference between NSTs and NNSTs in their attitudes to feedback writing, specifically, their perceived order of importance of the following aspects of writing: content, organization, grammatical language use, vocabulary usage, and mechanics, and if so, in what way? Also, if there is difference, to what extent are these differences in feedback on writing related to demographic variables, specifically, different educational background, level of education, and years of teaching experience?

Twenty NSTs and 21 NNSTs were given a questionnaire to determine background information, a sample composition to which subjects gave feedback, and five aspects of writing: content, organization, grammatical language use, vocabulary usage, and mechanics which subjects rated and then ranked according to

their perceived order of importance. The means between the two groups, NSTs and NNSTs, were analyzed, and statistically compared using t-test for rating and Mann-Whitney U - Wilcoxon Rank Sum W Test for ranking.

Results indicate that there were not any statistically significant differences between NSTs and NNSTs in their rating of aspects of writing. The results of ranking of aspects of writing indicate that on the issue of organization NSTs and NNSTs showed a statistically significant difference at $p < .05$. NNSTs ranked organization as the most important; on the other hand, NSTs ranked content as the most important. One possible interpretation might be that since several of the subjects had difficulty distinguishing between content and organization perhaps they use the term as a cover term that includes both organization and content.

results of the analyses to determine the effects of demographic variables of different educational background, level of education, and years of teaching experience were as follows: subjects from the English Literature field seemed to place more importance on organization when compared to subjects from the English Language Teaching field. The higher the degree of the subjects, the greater importance given to organization. the more years of teaching experience, more importance subjects gave to organization. However, the patterns for the above were very slight; overall, there were no clear patterns.

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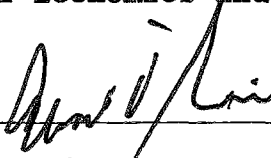


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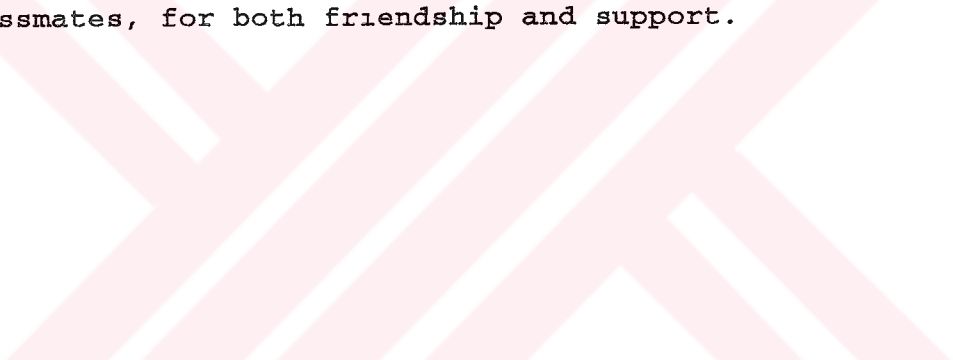
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to my parents

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CHAPTER 1: INTRODUCTION

There is a considerable body of educational literature examining various issues related with feedback. In much of this research one of the most commonly researched variables is what aspects of composition teachers focus on while giving feedback, specifically, whether they focus on surface errors that are related to grammatical language use, mechanics or those errors which are related to meaning, that is to say, content (Mings 1993). Why is there this fascination with feedback? The answer may lie in the fact that feedback is almost inseparable from the practice of teaching. There are not many teachers out there who can claim that they have not given feedback or as a student have not received some. As a teacher I give feedback, so do my colleagues; however, what we give feedback for or what we concentrate on while giving feedback differs. This difference becomes more apparent if my colleague happens to be a native speaker teacher rather than a non-native speaker teacher. Many studies that have been conducted in the past two decades support the difference between native speaker teachers (NSTs) and non-native speaker teachers (NNSTs) in the matter of giving feedback on writing. (Birdsong & Kassen, 1988; James, 1977; Kobayashi, 1992; McCretton & Rider, 1993; Newbrook, 1990; Sheorey, 1986). These studies will be reviewed in Chapter 2.

Why do teachers spend so much time giving feedback?

Zamel (1985) stated that teachers, especially writing teachers, take at least 20 to 40 minutes to comment on individual papers and furthermore that teachers believe their feedback provides critical information to students about their writing performance. By giving feedback teachers are not only evaluating students' performance but also guiding them towards what they should pay attention to while writing. Students focus on getting those aspects correct in accordance with the feedback they have received (Dheram, 1995).

Feedback can sometimes focus on meaning, at other times on structure depending on teachers' underlying assumption as to what is important in writing. If a teacher considers surface level errors as those which most impair good writing, then teachers' feedback will concentrate on those aspects of writing. Thus, inconsistency may occur when a student is taught by two or more teachers, especially if one teacher is NST and other NNST, many studies in the past two decades support this difference between NSTs and NNSTs especially the differences in their feedback practice, and their type of feedback differs.

Inconsistency in teacher feedback can result in student doubts as to what to focus on in writing, and produces anxiety when students are evaluated on their writing.

Background of the Study

Twenty-five teachers, 20 NSTs and 5 NNSTs, work in the preparatory department of my home institution (Lefke University in the Turkish Republic of Northern Cyprus). One of the difficulties we face is being consistent in the evaluation of students' writing. We argue back and forth as to what can be considered a "good piece of writing", which paper deserves a pass, an A or B, and more importantly trying to justify why we behave as we do. Although there is also some discrepancy between NSTs in their attitudes to feedback on writing, there is, more often than not, a tendency for NSTs to hold the view that content and organization are more important than vocabulary, language use and mechanics, observed by the researcher, NNSTs on the other hand often think vice versa that vocabulary, grammatical language use, and mechanics are more important. Teachers' differing beliefs are reflected in practices, both while teaching writing and especially while giving feedback. Students suffer from this, especially just before the writing exam, trying to understand what to avoid and what to concentrate on while writing, whether to concentrate on meaning and content or language use and mechanics.

In order to avoid unjust treatment of students, steps must be taken to determine the variables which lead to this difference in attitude between NSTs and NNSTs related to

feedback on writing and to help teachers become aware of this difference. If teachers were aware of the differences in their feedback practices, then they could establish guidelines on what to give feedback on. Since this would result in consistent feedback to students, any unjust treatment due to inconsistent feedback could be dealt with proactively.

Purpose of the Study

The purpose of the study was to investigate if and how NSTs and NNSTs differ in their attitudes to feedback on writing and if so, why? Attitudes to feedback on writing were operationalized as perceived order of importance of the following aspects of writing: organization, content, grammatical language usage, vocabulary usage, and mechanics. The term 'aspects of writing' and the components were taken from the book Testing ESL composition: A practical approach (Hartfiel, Hughey, Jacobs, Wormuth, & Zinkgraf, 1981):

The PROFILO contains five component scales, each focusing on an important aspect of composition and weighted according to its estimated significance for effective written communication: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). (p. 91)

If any differences existed between these two groups, NSTs and NNSTs, in their perceived order of importance of

aspects of writing, this study also intended to determine if those differences were due to demographic variables, specifically different educational background, level of education, and years of teaching experience.

Research Questions

The following questions were posed in this study:

1. Is there a difference between NSTs and NNSTs in their attitudes to feedback on writing? If so, in what way?
2. If there is a difference, to what extent are these differences in feedback on writing related to demographic variables, specifically different educational background, level of education, and years of teaching experience?

Significance of the Study

Although Leki in her study (1990) indicates that we, as teachers, should be respectful of students' rights to their own expression through writing, "as teachers we appropriate a students' paper to ourselves by marking it in accordance with our own mental image of the ideal text to which we want students' papers to conform" (p. 2). But when there is a difference between the teachers, NSTs and NNSTs, in view of what constitutes an ideal text, additional problems arise. Students' receiving feedback will respond in accordance with the feedback they have received, but if they receive two different types of feedback, they will not know to which type they should conform.

The findings of the study may help teachers in two ways. First of all, to develop their awareness that their feedback on writing may not necessarily be the same as their colleague in the sense of not focusing on the same aspects of writing. For example, some teachers may emphasize the mechanics of writing in their feedback to students, while other teachers may emphasize content. Greater awareness of their feedback may lead to teachers taking measures to be more consistent with their colleagues in their feedback throughout the institution in which they work, as well as greater consistency in instruction. Second, it is hoped that, unlike other studies conducted to determine the differences between NSTs and NNSTs in their feedback on writing, by determining which demographic variables might lead to NST and NNST differences in feedback on writing, this study might provide a solid basis for those who wish to find the means to eliminate or reduce these differences.

CHAPTER 2: LITERATURE REVIEW

This study compares native speaker teachers' (NSTs) and non-native speaker teachers (NNSTs) in their attitudes to feedback on writing. In addition, it attempts to determine those factors that contribute to any difference observed between the two groups. As a framework for this study I will review the literature related to feedback on L2 writing and the literature that deals with NSTs and NNSTs' differences especially in their attitudes towards giving feedback on students' writing.

Feedback on L2 Writing

Over the past several decades there have been many studies related to feedback on writing (Ferris, 1995; Kepner, 1991, cited in Mings, 1993; Leki, 1991; Lhyle & Kullany, 1987, cited in Mings, 1993; Radecki & Swales, 1988; Robb, Ross & Shortread, 1986; Zamel, 1985; Zellermyer, 1989, cited in Mings, 1993. The interest or proliferation of such studies may be due not only to theoretical concerns, but also to the fact that feedback, in most cases, is part of teaching, and that teachers, especially writing teachers, invest so much time responding to students' writing that there are bound to be such questions as: Does giving feedback assist students? What form should it take? How much should there be of it?

Answers to the above and other related questions have been sought in many studies regarding feedback on L2 writing.

Studies Regarding Feedback on L2 Writing

Vann, Meyer and Lorenz (1984) conducted a study concerning faculty response to written errors of students who were non-native speakers of English. In particular this study was designed to determine which sentence level errors are judged to be the most serious by academics and to find out what kind of factors may influence this judgment. The survey was conducted to measure how a cross-section of faculty from the Physical Sciences, Social Sciences, Education and Humanities at Iowa State University would respond to certain common ESL writing errors. The 164 respondents ranked the relative gravity of 12 typical ESL written errors occurring in 24 sentences. Results indicated that most respondents did not find all the errors equally grievous, rather, their judgments generated a hierarchy of errors. The results of the study also indicated that both the age and academic discipline of faculty members may be important factors in predicting their responses to certain ESL students' writing errors. In this study, the group with the least tolerant opinions of ESL errors was the 45- 54 year old category, while the most tolerant were in the 55 and older group. Academics in the humanities and social sciences were more lenient in their judgments than academics in the physical sciences.

Zamel (1985) conducted a study concerning ESL teachers' responses to student writing. The results of her study suggest that ESL teachers are similar to their native-language counterparts in the types of comments they make on students' writing: confusing, arbitrary, and incomprehensible. While teachers assume that the prescriptions they give students have "universally-accepted definitions" that transmit the same "values" to their students, such was not found to be the case. Furthermore, ESL teachers rarely seem to expect students to revise the text beyond the surface level. When compared with native language counterparts, ESL teachers were more concerned with language specific errors and problems.

Cohen and Cavalcanti in their study (1988) in Brazil asked the following research questions:

1. What do language teachers focus on in giving feedback on written compositions in an advanced L1 or FL writing course?

2. What feedback do students report that they usually get from their teachers?

In their study there were two sets of subjects: three experienced teachers of writing and nine students. Three students were selected by the researcher to provide verbal reports as to how they handled teachers' feedback. There were three courses included in the study at two different sites, an EFL institute and a university: an EFL institute writing

course, a university EFL writing course, and an advanced L1 university writing course in Portuguese. The teacher in the EFL institute was not a native English speaker, rather a native Portuguese speaker, but had received her schooling in England before immigrating to Brazil. Both teachers of the university courses were native Portuguese speakers: one taught an advanced undergraduate course in EFL composition and the other taught a freshman course for advanced composition in Portuguese.

The EFL institute writing sample was on the topic "Good Fences Make Good Neighbors" which were marked for the range and appropriateness of vocabulary, sentence and paragraph structure, correctness of grammar, and spelling and punctuation. The compositions were not to be marked for content.

In the university EFL course, the students read a story by Carlos Drummond de Andrade in English and wrote a composition discussing either (1) whether the story could be understood or not or (2) whether life itself could be understood or not.

The university L1 writing sample (in Portuguese) was a composition on the topic "Suicide". The composition was assessed primarily for its merits as an example of argumentative discourse.

For the EFL institute portion of the study, the comments that the teacher made mostly pointed out problems rather than praised strengths. Also the teacher only dealt with approximately half of the issues of form: correctness of grammar, spelling and punctuation, that could have been dealt with.

For the university EFL portion of the study, similar to the EFL institute, both the teachers' comments pointed out deficiencies except for one written on the high performer's paper: "Very good organization of ideas". The vast majority of the teachers' comments simply signaled the existence of a problem without pointing out its nature.

For the university L1 portion of the study, similar findings were reported, that is, most of the teachers' comments simply signaled the existence of a problem without pointing out its nature.

Another study that was conducted to investigate teachers' responses to students composition was done by Santos (1988). In this study responses of 96 professors in the humanities and social sciences and 82 professors in the physical sciences were investigated. The professors were asked to rate one of two compositions, one written by a Chinese student, the other by a Korean student, on six 10-point scales, three of which focused on the content (holistic impression, development and sophistication) and three of which

focused on language (comprehensibility, acceptability and irritation). The results of the study were as follows:

(a) content received lower ratings than language;
(b) professors found the errors highly comprehensible, generally unirritating, but academically unacceptable, with lexical errors rated as the most serious; (c) professors in the humanities and social sciences were more lenient, and gave higher ratings, in their judgments than professors in the physical sciences; (d) older professors, aged from 50 to 77, were less irritated by errors than young professors, aged from 27 to 50.

Robb, Ross and Shortread in their study (1986) evaluated the effects of different types of feedback on error in the written work of second language writers. Four types of error treatment were compared, each of which provided EFL writers with progressively less salient information for making revisions in their compositions. The subjects were 134 Japanese college freshmen randomly assigned to four sections of English composition. Students attended a total of 23 classes over the academic year, from mid-April to mid-January for a total of 34.5 hours of classroom instruction. During this time they were assigned compositions each week. All the composition assignments were identical for the four sections and included a selection of expository, narrative and descriptive essays. Learners in all four sections were

required to revise their weekly essays based on the feedback provided by the instructor. For the first group, the location of the error, the content of the error, for example, subject/verb agreement, and the corrected version of the error were given. For the second group location of the error and the content of the error were given but not the corrected version. For the third group only the location of the error was provided. For the fourth group only the indication that there was an error or errors was provided but nothing else.

The students wrote five narrative test compositions at equal intervals during the academic year. These five compositions were analyzed and graded using 1 subjective and 18 objective measures of writing ability, such as the total words written, a holistic range of writing abilities, and a usage correctness score (Brodkey & Young, 1981, cited in Robb, Ross & Shortreed, 1986). The results of the study were as follows:

In general, the more direct methods of feedback did not produce results that were commensurate with the amount of effort required of the instructor to draw the students' attention to surface error. Rather practice in writing over time resulted in gradual increases in the mean scores of all four groups, when compared with the initial pretest scores, regardless of the method of feedback they received.

On the fluency measures, initial differences among the groups on the first two tests gradually diminished. The results for this measure provide some counter evidence to the claim that overt correction 'causes' foreign language writers to be overly concerned with surface structure to the extent that fluent writing is constrained. On the other hand, overt correction does not seem to improve their writing either.

As seen from these studies, the practice of feedback seems to be rather diverse, what is focused on while giving feedback and the manner in which it is given seems to change from one teacher to another.

One of the main concerns of research that is related to feedback is, whether feedback is of any value. Below are some of the studies which have dealt with the value of feedback.

Value of Feedback

Zamel (1981) in her study, after warning of the possible negative effects of feedback, asserts that feedback facilitates learners' hypothesis testing and their interlanguage development. Proper feedback allows learners to confirm and disconfirm their hypotheses, thereby altering the transitional rules of their developing interlanguage grammar.

Brock, Graham, Day, and Long (1986) were cautious and non-conclusive about the value of feedback; they could not find a significant correlation between corrective feedback and improvement in nonnative speakers' interlanguage. From their

inquiry they do not conclude that corrective feedback is either effective or ineffective. Doubts are unresolved.

Robb, Ross and Shortreed (1986) question whether highly detailed feedback on sentence-level writing mechanics is worth the instructors' time and energy. They conclude that while some focus on form may be justified, the direct correction of surface errors (at the sentence level) is not supportable.

Bley-Vroan (1989) expresses caution over the worth and emphasizes the limits of error correction. However, he also states: "There is a general agreement that negative evidence (e.g., information on ungrammaticality) is at least sometimes useful, and sometimes, though not always, necessary" (p. 48).

Lightbown and Spada (1990) found that input enhancement, that is, receiving written feedback on form, both positive and negative, does result in learners' consciousness raising and genuine improvement in learners' interlanguage systems. Still, they cautiously conclude that:

In previous research with learners in these communicative meaning-based programs, we have observed substantial growth in their language development in the absence of form-focused instruction. Results from the present study indicate that such learners can also benefit from input enhancement. Some dismiss the paper-and pencil tasks as 'monitored' tasks,

and thus less interesting as an indication of effects of instruction on interlanguage competence. But an oral performance influence was also observed on students' in relatively spontaneous or 'unmonitored' tasks.

We take these changes in oral performance as evidence that input enhancement can bring about genuine changes in learners interlanguage systems. (p. 29)

Krashen and White (1991) examined specifically (and exclusively) the effects of spelling instruction on learners' ability to spell correctly. With the aid of modern quantitative analysis, the authors reexamined data used in early studies. Their results showed that most formal spelling instruction is probably a waste of time.

Although it is debatable that feedback has any actual value, the main inclination seems to be that there is a possibility that feedback is useful to the learner and that the form that it should take will be decided by future research.

Since it is the students who are directly effected, or not, from the feedback they receive, research on students' reactions to feedback has also been conducted.

Students' Reaction to Feedback

Leki (1991) conducted a research in which 100 ESL students in freshman composition classes evaluated what kinds of paper marking techniques help them the most to improve their writing, which kinds of corrections they even read, which corrections they feel they retain best, and what reactions they have to positive and negative comments on both form and the content of their writing. The results of the preliminary study suggest that these students equate good writing in English with error free writing, and, therefore that they want and expect their composition teachers to correct all errors in their written work.

Ferris (1995) in her study had 155 students at two levels of a university ESL program respond to a survey. The results of the survey indicated that students pay more attention to teachers' feedback provided on preliminary drafts (vs. final drafts) of their essays; that they utilize a variety of strategies (such as rereading the essay paying attention to teachers' comments or rewriting the paper paying attention to teachers' comments) to respond to teachers' comments; that they appreciate receiving comments of encouragement; and that, overall, they find teachers' feedback useful in helping them to improve their writing.

Redecki and Swales in their study (1988) investigated ESL students' preferences and views on feedback. Fifty-nine

students in four ESL classes were surveyed to learn their attitudes towards feedback. Most of the students reported positive or at least neutral reactions upon receiving a heavily marked paper whatever the nature of marking. They also felt satisfaction about the fact that their papers were marked. In this study most students expressed approval for marking symbols. Nearly all the students indicated that they usually reviewed their corrected work only one or two times; immediately upon receiving it or before a task or examination.

Enginarlar (1993) in his study surveyed the attitudes of 47 freshmen students at Middle East Technical University in Turkey, to the feedback procedure employed by two English composition instructors. The procedure involved mainly:

- (a) indication of linguistic errors with codes, and
- (b) various types of brief comments to help the students improve their drafts.

To survey the students' attitudes a 20-item questionnaire consisting of impressionistic rating questions and open-ended items was prepared. The results of this survey revealed that the students have a highly favorable opinion of the utility and didactic value of feedback procedures. Students' comments also revealed different student orientations to teacher feedback in revision work. Some of the students, for example, did not review their feedback and just read it without revising according to the feedback they have received.

NSTs versus NNSTs on Feedback on Writing

One of the most frequently researched variables when comparing NSTs and NNSTs, is in the area of written feedback. Do NSTs and NNSTs differ in their practice or attitudes towards written feedback? If so, why? Below are some studies related to differences between NSTs and NNSTs in their feedback on writing.

James (1977) conducted a study concerning the difference between NSTs and NNSTs' attitudes towards learners' written errors. The teachers were first asked to find an error in each of 50 sentences on a questionnaire and then to indicate how serious each error was on a 5-point scale. After evaluating scores for the two groups, he reported that NNSTs tended to be more severe critics than NSTs because they gave higher point values for the seriousness of errors than the NSTs.

Another study on the perception of errors was conducted by Sheorey (1986). NSTs and NNSTs from the United States and India were investigated. Out of the 97 compositions written by college-level students, 20 sentences containing eight types of error were given to the teachers to evaluate. The results indicated that NNSTs were not as lenient as NSTs in their error judgments, as they corrected more errors than NSTs.

Kobayashi (1992) in his study investigated how English native speakers (ENSs) and Japanese native speakers (JNSs) at professorial, graduate, and undergraduate levels evaluate and

edit ESL compositions written by Japanese college students. A total of 269 subjects first evaluated two compositions in terms of grammaticality, clarity of meaning, naturalness, and organization using 10-point scales.

English native speakers were more strict about grammaticality than were Japanese native speakers. In terms of clarity of meaning and organization English native-speaker professors and graduate students gave more positive evaluations for both compositions than did the comparable Japanese-speaker groups. However, the Japanese undergraduates evaluated both compositions much more positively than did the English undergraduates. Comparisons in terms of naturalness across groups were not generalizable because of within-group differences. The subjects then edited the compositions, correcting everything that seemed ungrammatical, unacceptable or unnatural. ENSs provided far more corrections and corrected errors more accurately than did the JNSs. JNSs left many errors uncorrected, especially errors involving articles, number, prepositions, and lexical items which occur in Japanese as loan words from English. In the professorial and graduate-level L1 groups, the higher the academic status of the evaluating group, the more accurately the group corrected errors.

The studies described in this section indicate there is a difference between NSTs and NNSTs with regards to feedback

on students' writing. But opinions vary as to what causes these differences. There are several reasons that might cause a difference: the setting where the language is used, the culture, and the different educational systems and background (Lado, 1986).

Bear (1985) in his study of language education in Turkey indicated that foreign language teaching in Turkey carries elements of the behavioristic approach, that NSTs might be less behavioristic in their orientation than NNSTs, and suggested that might be why there is a difference between NSTs and NNSTs in their attitudes to feedback on writing.

Nickel (1973) stated that NSTs may be more tolerant of written errors than NNSTs because of their better understanding of the target language as such and especially of the wide scope of its norms.

In this study it is thought that such variables as different educational backgrounds, levels of education, and years of teaching experience, might cause differences between NSTs and NNSTs in their attitudes to feedback on writing. While reviewing the literature, I did not come across any study that investigated the above variables with regards to differences between NSTs and NNSTs on written feedback. Thus, I was unable to review literature that related to above mentioned variables.

By the end of this study, it is hoped that by determining the variables that might be contributing to differences between NSTs and NNSTs in their attitudes towards feedback on writing, the study will provide an insight as to how to reduce these difference and thus increase consistency in feedback to L2 students on their writing.



CHAPTER 3: METHODOLOGY

The purpose of this study was to investigate if and how NSTs and NNSTs differ in their attitudes to feedback on writing and if so, why? The study was conducted by analyzing the answers to a questionnaire distributed to 41 teachers: 20 NSTs and 21 NNSTs. The purpose was to find if there were any differences between NSTs and NNSTs in their attitudes to feedback on writing and if there were, which variables might be contributing to these differences.

This chapter includes four sections. In the first section the subjects are described. The second section gives information about the instrument that was used in this study. The third section presents the procedure for the data collection. Data analysis comprises the final section.

Subjects

This study was carried out at Bilkent University, Middle East Technical university (METU), and Hacettepe University, in Ankara, Turkey. Bilkent, METU and Hacettepe are English-medium universities, where most students attend an English preparatory school in order to gain enough proficiency in English language to be able to follow courses in their chosen faculty.

Although in this study there were 41 subjects, all EFL teachers in Turkey, two of the NNSTs were born and educated in Germany and considered German their native language. Therefore, for ease of analysis, data from their questionnaires were not included in the data analysis. Table 1 displays subjects, divided according to their status as a NST or NNST.

Table 1

NSTs vs. NNSTs (N=41)

Subjects	<u>f</u>	%
NSTs	20	48.8%
NNSTs	19	46.3%
Other	2	4.9%
TOTAL	41	100%

Nineteen of the subjects were native speakers of Turkish (48.8%), and 20 of the subjects were native speakers of English (46.3%). The remaining two subjects indicated their native language as German (4.9%).

Table 2 displays subjects divided according to their gender.

Table 2

Gender (N=41)

Gender	<u>f</u>	%
Male	13	31.7%
Female	28	68.8%
TOTAL	41	100%

Thirteen of the subjects were male (31.7%), and 28 were female (68.3%).

Table 3 displays subjects according to level of their education.

Table 3.

Level of Education (N=41)

Degree	<u>f</u>	%
BA	22	56.3%
MA	17	41.5%
Ph. D.	2	4.9%
TOTAL	41	100%

Twenty-two of the subjects had B.A.s (56.3%). Seventeen of the subjects had M.A.s (41.5%) and the remaining two had Ph.D.s, (4.9%).

Table 4 displays subjects according to the field of their highest degree obtained.

Table 4

Field of Highest Degree Obtained (N=41)

Field of highest degree obtained	<u>f</u>	%
ELT	22	53.7%
English literature	12	29.23%
Other	7	17%
TOTAL	41	100%

Twenty-two of the teachers indicated that their highest degree was obtained in the field of ELT (53.7%), 12 of the teachers indicated that their highest degree was obtained in the field of English literature (29.3%). The remaining teachers had received their highest degree in fields other than ELT or English literature (17%).

Table 5 displays subjects according to years of teaching experience.

Table 5

Years of Teaching Experience (N=41)

Years of Teaching experience	<u>f</u>	%
0-3	7	17.5%
4-7	8	19.9%
8-11	13	31.7%
12-15	7	17.5%
16+	6	14.6%
TOTAL	41	100%

Of the 41 subjects, 7 of them indicated that they had 0-3 years of teaching experience (17.5%), 8 of them indicated that they had 4-7 years of teaching experience (19.9%), 13 indicated that they had 8-11 years of teaching experience (31.7%), 7 of them indicated that they had 12-15 years of teaching experience (17.5%) and the remaining six indicated that they had 16+ years of teaching experience (14.6%).

Materials

A single questionnaire was used to obtain the data for this study (see Appendix A for questionnaire). The questionnaire consisted of three parts. The first part was used to gather background information about the subjects, in order to analyze the data later based on educational background, level of education, and years of teaching experience. The second part of the questionnaire consisted of a sample student's composition, to which teachers were asked to give feedback; this was used to determine if NNSTs and NSTs were consistent in their actual feedback practice with what they report about how they give feedback. The text that I chose included errors or deficiencies in all aspects of writing (see Appendix B for sample student's composition with feedback on all aspects of writing). The third part of the questionnaire consisted of items which asked the subjects to both rate and rank five aspects of writing: content, organization, grammatical language use, vocabulary usage, and mechanics in terms of their importance. Attitude to feedback on writing was operationalized as perceived order of importance of these aspects of writing. The ratings and ranking of these aspects of writing attempted to isolate the NSTs and NNSTs' attitude towards what they considered most

important in writing, either content or grammatical language use. It was also assumed that what teachers considered important in writing would be reflected in their feedback on the student composition. For the ratings a Likert-scale was used to score the responses on the questionnaire, with (1) = not at all important (2) = a little important (3) = somewhat important (4) = very important. For the ranking subjects ranked the aspects of writing, with 1 = most important, and 5 = least important.

The sample student composition in the second part of the questionnaire came before the rating and ranking items which made up the third part. The reason for this was that the researcher did not want to give clues as to what he would be analyzing in the sample composition which he felt might direct subjects if they had been asked to complete the rating and ranking first.

Procedure

Before administering the questionnaire, pilot testing was conducted using three instructors from Bilkent University. One of the instructors was from the American literature department, and was an NST. The other two were from the freshmen English department and were NNSTs. The researcher explained that this questionnaire was going to be administered for his research. When the questionnaires were completed, the researcher and the pilot testers discussed possible problems

related to the questionnaire. The pilot testers suggested some modifications related to making the instructions clearer and changing the responses for rating and ranking from negative to positive wording. These changes were incorporated into a revision of the questionnaire.

After the necessary changes were made, the questionnaire was administered to the actual subjects, NSTs and NNSTs. Subjects were 10 teachers from Hacettepe University, 9 from Bilkent University and 22 from Middle East Technical University. Before subjects were asked to fill in the questionnaire, researcher emphasized that participants' names would be kept confidential. In order to prevent bias in the subjects' responses, the researcher did not tell the subjects that he would be analyzing writing feedback and their attitudes towards writing feedback. After subjects showed clear understanding of the instructions, verbally explained by the researcher, the questionnaires were administered.

Data Analysis Procedure

For the data analysis, data gathered through the questionnaire were analyzed by employing descriptive statistics of frequencies, percentages, means, and standard deviations. These statistics formed the baseline data for the comparison of NSTs and NNSTs from their ranking and rating of aspects of writing. The means of the two groups were analyzed using independent sample T-tests and Mann-Whitney U - Wilcoxon

Rank Sum W Test to determine if there were statistical significantly differences between the NSTs and NNSTs. The T-test was used to determine differences in the rating data, Mann-Whitney U - Wilcoxon Rank Sum W Test was used with the ranking data.

Feedback given by the teachers on the sample composition was analyzed by going over the feedback given by the subjects who ranked content, grammatical language usage or organization as most important (see Appendix C for sample feedback given to student composition). No teacher ranked vocabulary usage or mechanics as most important. The reason for analyzing feedback on the student composition was to determine if a subject who ranks, for example, content as most important gives more feedback on content than on other aspects of writing in the sample composition. If not, then it can be assumed that there is a discrepancy between what the subject reports as being most important in writing and how he/she put that into practice in their feedback.

The second step was determining for the subjects who rated, for example, content as the most important aspect of writing and actually gave feedback on content in the sample composition, how many comments on content they made. For those who did not give feedback on content who rated it as most important, what other aspects of writing did they give feedback on.

The last step in the analysis consisted of determining to what extent the demographic variables of different educational background, level of education and years of teaching experience might be contributing to the differences in attitudes towards feedback on writing.



CHAPTER 4: RESULTS OF THE STUDY

In the present study the perceived order of importance of various aspects of writing by NSTs and NNSTs was examined to determine whether there were any differences. The study also inquired as to whether the differences between NSTs and NNSTs with respect to feedback on student writing were due to variables other than being NST or NNST, specifically, different educational background, level of education, and years of teaching experience. Three types of statistical analysis were used in this study: frequencies, percentages, means, and standard deviations; T-tests; and Mann-Whitney U - Wilcoxon Rank Sum W Tests.

Data Analysis

In order to obtain baseline data, the first step in the data analysis was calculating frequencies, percentages, means, and standard deviations from responses in the questionnaire. From these statistics the researcher was able to determine which aspect of writing each individual group gave the most importance to. The second step in the procedure was using T-tests and Mann-Whitney U - Wilcoxon Rank Sum W Test to determine if there were any statistically significant differences between the two groups, NSTs and NNSTs. The third step was calculating the consistency between subjects' ranking of the aspects of writing in the questionnaire, and the actual

feedback given on the sample composition, in other words whether those people who indicated content or any other aspect of writing as most important in giving feedback in their ranking also put that into practice by actually giving the most feedback on that aspect of writing in the student composition. The last step in the analysis consisted of determining to what extent other variables, specifically, different educational background, level of education, and years of teaching experience might be contributing to the differences observed.

NSTs and NNSTs' Rating of Aspects of Writing

Using a 4-point Likert-scale of importance, with 1=not at important, and 4=very important, NSTs and NNSTs rated aspects of writing. Their scores were tallied separately. First, frequencies and percentages of responses were calculated, then mean scores and standard deviations were calculated.

The results of the rating of aspects of writing are given in Table 6 for both NSTs and NNSTs.

Table 6

NSTs` and NNSTs` Perceived Order of Importance of Aspects of Writing (Rating)

Aspect of writing	NSTs (N=20)		NNSTs (N=19)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
1. Organization	3.94	.22	3.84	.50
2. Content	3.84	.03	3.7	.56
3. Gramm. lang. use	3.47	.61	3.31	.71
4. Vocabulary	3.10	.73	3.3	.58
5. Mechanics	3.00	.81	2.9	.07

Note. Gramm. lang. use = Grammatical language use.
 Rating scale: 1 = not at important, 2 = a little important,
 3 = somewhat important, 4 = very important.

As Table 6 illustrates NSTs rated Organization as the most important aspect of writing with a mean of 3.94. Content followed Organization with a mean of 3.84. Then came Grammatical Language Use with a mean of 3.47. Following Grammatical Language Use was Vocabulary Usage with a mean of 3.10, and lastly came Mechanics with a mean of 3.00. As for the NNSTs, they also rated Organization as the most important aspect of rating, with a mean score of 3.84. Content followed Organization with a mean of 3.73. Then came Grammatical language Use, which had the same mean as Vocabulary Usage,

3.31. The least important aspect of writing was Mechanics with a mean of 2.94.

Of interest in this table is the fact that both NSTs and NNSTs rated Organization, not Content or Grammatical Language Use, as the most important aspect of writing.

T-tests were conducted on the differences in mean rating scores between NSTs and NNSTs' perceived order of importance to determine if the differences were statistically significant (see Table 7).

Table 7

T-tests on Differences in NSTs' and NNSTs' Perceived Order of Importance of Aspects of Writing (Rating)

Aspect of writing	NSTs (N=20) M	NNSTs (N=19) M	p
1. Organization	3.94	3.84	.09
2. Content	3.84	3.73	.15
3. Gramm. lang. use	3.47	3.31	.40
4. Vocabulary Usage	3.10	3.31	.61
5. Mechanics	3.00	2.94	.40

Note. Gramm. lang. use = Grammatical language use.

Rating scale: 1 = not at all important, 2 = a little important, 3 = somewhat important, 4 = very important.

The results of the t-tests demonstrate that there were no significant differences between NSTs and NNSTs in their rating of aspects of writing ($p=n.s.$).

NSTs and NNSTs' Ranking of Aspects of Writing

In addition to rating the aspects of writing using a Likert-scale, subjects also ranked the five aspects of writing according to their perceived order of importance. In order to obtain baseline data the five aspects of writing were ranked from most important (#1) to least important (#5). The results of the ranking for both NSTs and NNSTs are given in Table 8.

Table 8

NSTs' and NNSTs' Perceived Order of Importance of Aspects of Writing (Ranking)

Aspect of writing	NSTs (N =20)		NNSTs (N =19)	
	M	SD	M	SD
1. Organization	1.80	1.00	1.31	.47
2. Content	1.50	.98	1.6	.82
3. Gramm. lang. use	3.35	.75	2.7	1.13
4. Vocabulary	3.65	.74	3.26	.93
5. Mechanics	4.60	.61	4.47	1.12

Note. Gramm. lang. use = Grammatical language use.
Ranking scale: 1 = most important, 5 = least important.

As Table 8 illustrates, NSTs ranked Content first with a mean rank of 1.50; in second place was

Organization with a mean rank of 1.80. In third place was Grammatical Language Use with a mean rank of 3.35. In fourth place was Vocabulary Usage with a mean rank of 3.65. Mechanics was ranked last with a mean rank of 4.60.

NNSTs ranked Organization first with a mean rank of 1.31; in second place was Content with a mean rank of 1.68. In third place was Grammatical Language Use with mean rank of 2.78. In fourth place was Vocabulary Usage with a mean rank of 3.26. Mechanics was rated last with a mean rank of 4.47.

Of interest in this table is that in contrast to the rating of aspects of writing, NSTs ranked Content as more important than Organization, but NNSTs continued to rank Organization as most important. Grammatical Language Use was ranked third by both groups.

Mann-Whitney U - Wilcoxon Rank Sum W Tests were conducted on the mean ranking scores between NSTs and NNSTs' perceived order of importance of aspects of writing to determine if the differences were statistically significant (see Table 9).

Table 9

Mann-Whitney U - Wilcoxon Rank Sum W Tests on Differences in NSTs` and NNSTs` Perceived Order of Importance of Aspects of Writing (Ranking)

Aspect of writing	NSTs (N = 20) M	NNST (N =19) M	p
1. Organization	1.80	1.31	.01**
2. Content	1.50	1.68	.27
3. Gramm. lang. use	3.35	2.78	.10
4. Vocabulary	3.65	3.2	.26
5. Mechanics	4.60	4.47	.95

Note. Gramm. lang. use = Grammatical language use.
Ranking scale: 1 = most important 5 = least important.

** $p \leq .01$.

The results of the Mann-Whitney U - Wilcoxon Rank Sum W Test demonstrate a significant difference in the ranking of Organization ($p < .05$). NNSTs consider Organization more important in writing feedback than NSTs. There were no other significant differences between NSTs and NNSTs in their ranking of the other aspects of writing.

In order to determine if the rankings of Organization and Content were statistically significant within each group, T-tests were conducted on the first and second rankings of NSTs and NNSTs. The Results are shown in Table 10.

Table 10

T-tests Within Groups on the Aspects of Writing that were
Ranked as First or Second

Subjects	Aspect of Writing Ranked as First or Second				p
	Content		Organization		
	<u>M</u>	SD	<u>M</u>	SD	
NSTs (N=20)	1.50	.98	1.80	1.00	.04*
NNSTs (N=19)	1.68	.82	1.31	.47	.03*

* $p < .05$.

These results indicate significant differences between the rankings of Content and Organization within the two groups, NSTs and NNSTs. In other words, these two aspects of writing were perceived of as distinct from each other by each group, and this distinction was statistically significant for both groups.

NSTs' and NNSTs' Feedback on Sample Student Composition

NSTs and NNSTs were asked to give feedback on a sample student's composition to determine whether their actual feedback was consistent with aspects of writing they reported as being the most important either by ranking or rating.

The last step in analyzing the data for this study consisted of trying to determine if teachers' actual feedback

practice was consistent with their perceived order of importance of aspects of writing. In order to determine whether there was consistency, feedback given by all the subjects who ranked either Content, Organization, or Grammatical Language Use as most important was analyzed to determine if they in fact gave the most feedback on the aspect of writing they reported as being most important, and if they did with what frequency. (No teacher ranked Vocabulary or Mechanics as most important.) The quantification of feedback on writing was somewhat problematic since comments on content can not be as easily quantified as comments on grammatical errors, and therefore a comparison between types of feedback is not particularly straightforward. Nevertheless, in order to determine if teachers gave more feedback on the aspect of writing they ranked or rated as most important, each comment on the sample composition was given the same value, that is, one point. The results are presented in Table 11 for NSTs and in Table 12 for NNSTs.

Table 11

Ranking of Most Important Aspect of Writing Versus Feedback
Given (NSTs)

NSTs' Ranking of Most Important Aspect of Writing	Number of NSTs who Gave Feedback about Most Important Aspect of Writing	Total Number of Comments about Most Important Aspect of Writing
Content ($\underline{n}=13$)	8	8
Organization ($\underline{n}=6$)	5	5
Grammatical language use ($\underline{n}=1$)	1	3
Vocabulary usage ($\underline{n}=0$)	-	-
Mechanics ($\underline{n}=0$)	-	-

As Table 11 illustrates, the number of NSTs who ranked Content as the most important aspect of writing was 13, but of these 13, only eight actually gave feedback about content. Their total number of comments on content was eight.

The number of NSTs who ranked Organization as the most important aspect of writing was six, of these six, five gave feedback about organization, and the total number of their comments on organization was five.

The number of NSTs who ranked Grammatical Language Use as the most important aspect of writing was one, and this teacher also gave feedback about grammatical language use. The number of comments s/he gave on grammatical language use was three.

None of the subjects ranked Vocabulary Usage or Mechanics as the most important aspect of writing; therefore, no further analysis was done on feedback given on these two aspects of writing.

NNSTs' feedback on the sample composition was also analyzed to determine if their actual feedback was consistent with the aspect of writing they ranked or rated as most important. The results are given in Table 12.

Table 12

Ranking of Most Important Aspect of Writing versus Feedback Given (NNSTs)

NNSTs' Ranking of Most Important Aspect of Writing	Number of NNSTs who Gave Feedback about Most Important Aspect of Writing	Total Number of Comments about Most Important Aspect of Writing
Organization($n=12$)	8	8
Content ($n=6$)	4	4
Grammatical language use ($n=2$)	2	5
Vocabulary usage ($n=0$)	-	-
Mechanics ($n=0$)	-	-

As Table 12 illustrates, the number of NNSTs who ranked Organization as the most important aspect of writing was 12, of these 12, eight gave feedback about organization. The number comments they made on organization was eight.

The number of NNSTs who ranked Content as the most important aspect of writing was six. Of these six, four gave

feedback on content. The total number of comments on content they gave was four.

The number of NNSTs who ranked Grammatical Language Use as the most important aspect of writing was two, both of whom gave feedback about grammatical language use. The total number of comments they gave about grammatical language use was five.

Tables 11 and 12 dealt with the issue of whether NSTs and NNSTs were consistent in practice with what they reported as most important in giving feedback. The data above suggest that teachers are not consistent. Although 13 NSTs rated Content as the most important aspect of writing, only eight (61.53%) of them gave any feedback on content; similarly, although six subjects rated Organization as the most important aspect of writing, only four of them (66.66%) gave feedback on organization. Similar findings apply to the NNSTs. Although 12 NNSTs ranked Organization as the most important aspect of writing only eight of them (66.66%) gave feedback on Organization. Out of six people who ranked Content as the most important aspect of writing, only four of them (66.66%) gave feedback on content. Only in the area of Grammatical Language Use did the NSTs and NNSTs show consistency: the number of NSTs and NNSTs who rated Grammatical Language Use as the most important aspect of writing was the same as the number of people who gave feedback on Grammatical Language Use (100%).

Tables 11 and 12 dealt with consistency between the most important aspect of writing ranked and feedback given on that aspect of writing. Further analysis was done in order to find out inconsistency between subjects' ranking and their feedback on those aspects of writing they did not rank as the most important aspect. Although the researcher's primary interest was on the contrast between feedback which focused on content and the feedback which focused on grammatical language use, organization was included in this part of the analysis because it was ranked as the most important aspect of writing by the NNSTs. (No subject ranked Vocabulary Usage or Mechanics as most important.) The results are shown in Table 13.

Table 13

A Comparison between Feedback Given on Aspect of Writing
Ranked as Most Important and Feedback Given on Other Aspects
of Writing (NSTs)

NSTs' Ranking of Most Important Aspect of Writing	Total Number of Comments about Other Aspects of Writing
Content ($n=13$)	Organization ($n = 10$) Grammatical Language Use ($n = 29$) Vocabulary Usage ($n = 9$) Mechanics ($n = 31$)
Grammatical Language Use ($n=1$)	Organization ($n = 1$) Content ($n = 0$) Vocabulary Usage ($n = 0$) Mechanics ($n = 3$)
Organization ($n=6$)	Content ($n = 4$) Grammatical Language Use ($n = 12$) Vocabulary Usage ($n = 2$) Mechanics ($n = 13$)

As Table 13 illustrates, the number of NSTs who ranked Content as the most important aspect of writing was 13. The Total number of comments they made about other aspects of writing was as follows: Organization-10, Grammatical Language Use-29, Vocabulary Usage-9 and Mechanics-31. The number of NSTs who ranked Grammatical Language Use as most important was one. The total number of comments s/he made about other aspects of writing was as follows: Organization-1, Content-0, Vocabulary Usage-0, and Mechanics-3. The number of NSTs who ranked Organization as the most important aspect of writing was six. The total number of comments they made about other

aspects of writing was as follows: Content-4, Grammatical Language Use-12, Vocabulary Usage-2, and Mechanics-13.

Of interest in Tables 11 and 12 is that there seems to be the tendency to give less feedback than what could have been given on the aspect of writing ranked as the most important. This tendency could be observed both for NSTs and NNSTs.

A similar analysis was also done for NNSTs to determine inconsistency between subjects' ranking and their feedback on those aspects of writing they did not rank as most important. The results are shown in Table 14.

Table 14

A Comparison between Feedback Given on Aspect of Writing Ranked as the Most Important and Feedback Given on Other Aspects of Writing (NNSTs)

NNSTs' Ranking of Most Important Aspect of Writing	Total Number of comments about Other Aspects of Writing
Content ($n=6$)	Organization ($n=4$) Grammatical Language Use ($n=11$) Vocabulary Usage ($n=2$) Mechanics ($n=12$)
Grammatical Language Use ($n=2$)	Organization ($n=1$) Content ($n=2$) Vocabulary Usage ($n=1$) Mechanics ($n=5$)
Organization ($n=12$)	Content ($n=8$) Grammatical Language Use ($n=27$) Vocabulary Usage ($n=4$) Mechanics ($n=22$)

As Table 14 illustrates, the number of NNSTs who ranked Content as the most important aspect of writing was six. The total number of comments they made about other aspects of writing was as follows: Organization-4, Grammatical Language Use-11, Vocabulary Usage-2 and Mechanics-12. The number of NNSTs who ranked Grammatical Language Use was two. The total number of comments they made about other aspects of writing was as follows: Organization-1, Content-2, Vocabulary Usage-1 and Mechanics-5. The number of NNSTs who ranked Organization as the most important aspect of writing was 12. The total number of comments they made about other aspects of writing was as follows: Content-8, Grammatical Language Use-27, Vocabulary Usage-4, and Mechanics-22.

NSTs who ranked Content as most important gave more feedback to Grammatical Language than NNSTs. On the other hand NNSTs who rated Organization as the most important gave more feedback on Grammatical Language Use than NSTs.

However, taking into consideration the somewhat problematic nature of this type of analysis, that is, assigning the same point value to each instance of feedback, no matter whether it is on content or mechanics, the data should be cautiously interpreted. In general, however, there was a slight pattern when we look at feedback on Content or Organization in that both NSTs and NNSTs did not give as much

feedback as they could have on either aspect of writing they ranked as most important.

Demographic Variables and NSTs and NNSTs Ranking of Aspects of Writing

The ratings and rankings of the perceived importance of aspects of writing were also analysed for the effects of the demographic variables of different educational background, level of education, and years of teaching experience. Data for this portion of the analysis was not analysed separately for NSTs and NNSTs.

Table 15 shows the results of rating and ranking of the five aspects of writing according to the demographic variable of different educational background.

Table 15

Results of Rating and Ranking of Aspects of Writing According to Demographic Variable: Different Educational Background

Educational Backgrou		Rating					Ranking				
		Cont.	Org.	Gramm.	Vocab.	Mech.	Cont.	Org.	Gramm.	Vocab.	Mech.
ELT	M	3.68	3.77	3.18	3.09	2.77	1.59	1.63	2.95	3.45	4.72
	SD	.64	.61	.85	.81	.75	.79	.58	1.09	1.01	.76
English	M	3.90	4.00	3.36	3.27	3.00	1.75	1.41	3.58	3.50	4.58
Literature	SD	.30	.00	.50	.46	.89	1.13	.51	.66	.79	.79

Note. Cont = Content; Org= Organization; Gramm = Grammatical Language Use; Vocab.= Vocabulary Usage;

Mech. = Mechanics.

Rating scale: 1= not at all important, 2=a little important, 3=somewhat important, 4= very important.

Ranking Scale:1=least important, 5= most important.

As Table 15 illustrates subjects from the field of ELT rated Organization first, with a mean score of 3.77. In second

place was Content with a mean score of 3.68. In third place was Grammatical Language Use with a mean score of 3.18. In fourth place was Vocabulary Usage with a mean score of 3.09. Last was Mechanics with a mean score of 2.77.

Subjects from a background in ELT ranked Content as first with a mean rank of 1.59. In second place was Organization with a mean rank of 1.63. In third place was Grammatical Language Use with a mean rank of 2.95. In fourth place was Vocabulary Usage with a mean rank of 1.01. Last was Mechanics with the mean rank of .76.

Subjects from the field of English Literature rated Organization first with a mean score of 4.00. In second place was Content with the mean score of 3.90. In third place was Grammatical Language Use with a mean score of 3.36. In fourth place was Vocabulary Usage with a mean score of 3.27. In fifth and last place was Mechanics with a mean score of 3.00.

The subjects from the field of English Literature ranked Organization first with a mean rank of 1.41. In second place was Content with a mean rank of 1.75. In third place was Vocabulary Usage with a mean rank of 3.50. In fourth place was Grammatical Language Use with a mean rank of 3.58. Last was Mechanics with a mean rank of 4.58.

The results of Table 13 suggest a very slight pattern. Subjects from the English Literature field seem to place more importance on Organization when compared to

subjects from the English Language Teaching field.

However, since the pattern is very slight, the above statement should be interpreted cautiously.

Table 16 shows the results of rating and ranking of the five aspects of writing according to the demographic variable of level of education.

Table 16

Results of Rating and Ranking of Aspects of Writing
According to the Demographic variable: Level of Education

Level of Education		Rating					Ranking				
		Cont.	Org.	Gramm.	Vocab.	Mech.	Cont.	Org.	Gramm.	Vocab.	Mech.
BA	M	3.75	3.85	3.50	3.35	2.95	1.61	1.42	2.85	3.00	4.28
	SD										
MA	M	3.76	3.82	3.11	3.05	2.88	1.64	1.58	3.17	3.88	4.70
	SD										
Ph.D.	M	4.00	4.00	3.50	2.50	3.00	1.00	2.00	4.50	3.00	4.50
	SD										

Note. Cont = Content; Org= Organization; Gramm = Grammatical Language Use; Vocab.= Vocabulary usage; Mech. Mechanics.

Rating scale: 1= not at all important, 2= a little important, 3= somewhat important, 4= very important.

Ranking scale: 1= most important, 5= least important.

As Table 16 illustrates, the subjects who had a B.A. rated Organization as the most important aspect of writing with a mean of 3.85; Content followed Organization with a mean of 3.75. Then came Grammatical Language Use with a mean of 3.50. Following Grammatical Language Use was Vocabulary Usage with a mean of 3.35, and lastly came Mechanics with a mean of 2.95. As for ranking, they ranked Organization first with a mean rank of 1.42; in second

place was Content with a mean rank of 1.61. In the third place was Grammatical Language Use with a mean rank of 2.85. In fourth place was Vocabulary Usage with a mean rank of 3.00. Mechanics was ranked last with a mean rank of 4.28. The subjects who had an M.A. rated Organization as the most important aspect of writing with a mean of 3.82; Content followed Organization with a mean of 3.76. Then came Grammatical Language Use with a mean of 3.11. Following Grammatical Language Use was Vocabulary Usage with a mean of 2.88. As for ranking, they ranked Organization first with a mean rank of 1.58; in second place was Content with a mean rank of 1.64. In third place was Grammatical Language Use with a mean rank of 3.88. Mechanics was rated last with a mean rank of 4.50.

The subjects who had a Ph.D. rated Organization and Content as the most important aspect of writing with a mean of 4.00; Grammatical Language Use followed Organization and Content with a mean of 3.50. Then came Mechanics with a mean of 3.00. Following Mechanics was Vocabulary Usage with a mean of 2.50. As for ranking, they ranked Content first with a mean rank of 1.00; in second place was Organization with a mean rank of 3.00. In the third place was Vocabulary Usage with a mean rank of 3.00. Grammatical Language Use and Mechanics were ranked last with a mean rank of 4.50.

The above data seem to suggest a very slight pattern, that is, the higher the degree of the subjects, the greater importance given to Organization.

Table 17 shows the results of rating and ranking of the five aspects of writing according to the demographic variable of years of teaching experience.

Table 17

Results of Rating and Ranking of Aspects of Writing
According to the Demographic Variable; Years of
Teaching Experience.

		Rating					Ranking				
		Cont.	Org.	Gramm.	Vocab.	Mech.	Cont.	Org.	Gramm.	Vocab.	Mech.
Years of Teaching Experience											
0 -3	<u>M</u>	3.42	3.71	3.00	2.85	3.14	1.57	1.57	3.42	3.85	4.57
	<u>SD</u>	.78	.75	.81	.90	.90	.53	.78	.97	.69	.78
3 -7	<u>M</u>	3.75	3.62	3.12	3.00	3.00	1.25	1.87	2.87	3.62	4.37
	<u>SD</u>	.70	.74	.99	.92	.92	.46	.64	.99	1.18	1.18
8 -11	<u>M</u>	3.75	3.91	3.33	3.41	2.75	1.76	1.46	3.38	3.38	4.92
	<u>SD</u>	.45	.28	.65	.66	.75	.92	.51	.96	.65	.27
12 -15	<u>M</u>	3.83	4.00	3.50	3.33	2.66	1.83	1.33	2.66	2.83	4.16
	<u>SD</u>	.40	.00	.54	.51	.81	1.60	.51	1.03	1.16	1.32
16 - +	<u>M</u>	4.00	4.00	3.66	3.16	2.83	1.50	1.50	2.16	3.16	4.00
	<u>SD</u>	.00	.00	.51	.40	.75	.83	.54	1.32	.98	1.54

Note. Cont = Content; Org = Organization; Gramm = Grammatical language; Vocab = Vocabulary usage; Mech. = Mechanics
Rating scale: 1 = not at all important, 2 = a little important, 3 = somewhat important, 4 = very important.
Ranking scale: 1 = most important, 5 = least important.

As Table 17 illustrates, the subjects who had 0-3 years of teaching experience rated Organization as the most important aspect of writing with a mean of 3.71. Content followed Organization with a mean of 3.42. Then came Grammatical Language Use with a mean of 3.00. Following

Grammatical Language Use was Mechanics with a mean of 3.14, and lastly came Vocabulary Usage with a mean of 2.85. As for ranking, the subjects who had 0-3 years of teaching experience ranked Content and Organization first with the same mean rank of 1.57. In second place was Grammatical Language Use with a mean rank of 3.42. In third place was Vocabulary Usage with a mean rank of 3.85. In fourth place was Mechanics with a mean rank of 4.57.

The subjects who had 3-7 years of teaching experience rated Content as the most important aspect of writing with a mean of 3.75. Organization followed Content with a mean of 3.62. Then came Grammatical Language Use with a mean of 3.00. Lastly, following Grammatical Language Use was Vocabulary Usage and Mechanics with the same mean of 3.00. As for ranking, the subjects who had 3-7 years of teaching experience ranked Content first with a mean of 1.25. In second place was Organization with a mean rank of 1.87. In third place was Grammatical Language Use with a mean rank of 2.87. In fourth place was Vocabulary Usage with a mean rank of 3.62. Mechanics was ranked last with a mean rank of 4.37.

The subjects who had 8-11 years of teaching experience rated Organization as the most important aspect of writing with a mean of 3.91. Content followed Organization with a mean of 3.75. Then came Vocabulary Usage with a mean of 3.41. Following Vocabulary Usage was Grammatical Language Use with a

mean of 3.33, and lastly came Mechanics with a mean of 2.75. As for ranking, the subjects who had 8-11 years of teaching experience ranked Organization first with a mean rank of 1.46. In second place was Content with a mean rank of 1.76. In third place was both Grammatical Language Use and Vocabulary Usage with a mean rank of 3.38. Mechanics was ranked last with a mean rank of 4.92.

The subjects who had 12-15 years of experience rated Organization as the most important aspect of writing with a mean of 4.00. Content followed Organization with a mean of 3.83. Then came Grammatical Language Use with a mean of 3.50. Following Grammatical Language Use was Vocabulary Usage with a mean of 3.33, and lastly came Mechanics with a mean rank of 2.66. As for ranking, the subjects with 12-15 years of teaching experience ranked Organization first with a mean rank of 1.33. In second place was Content with a mean rank of 1.83. In third place was Grammatical Language with a mean rank of 2.66. In fourth place was Vocabulary Usage with a mean rank of 2.83. Mechanics was ranked last with a mean rank of 4.16.

The subjects who had 16 + years of teaching experience rated Content and Organization as the most important aspects of writing with a mean of 4.00. Grammatical Language Use followed Organization and Content with a mean of 3.66. Then came Vocabulary Usage with a mean of 3.16. Lastly, came

Mechanics with a mean of 2.83. As for the ranking, subjects who had 16+years of teaching experience ranked both Content and Organization first with a mean rank of 1.50. In second place was Grammatical Language Use with a mean rank of 2.16. In third place Vocabulary Usage with a mean rank of 3.16. Mechanics was ranked last with a mean rank of 4.00.

The above data, especially data related with ranking, seem to suggest a very slight pattern, that is, more the years of teaching experience, the more importance subjects gave to Organization.

Overall, however, there were no clear patterns which emerged in either the rating or ranking of the five aspects of writing based on any of the demographic variables of different educational background, years of teaching experience and level of education.

CHAPTER 5: CONCLUSION

Summary of the Study

This study was intended to determine whether there were any differences between NSTs and NNSTs in their attitudes towards feedback on writing, and to determine, assuming there were differences, whether the following variables might be contributing to those differences: different educational background, level of education, and years of teaching experience. The subjects were 39 teachers of English: 20 NSTs and 19 NNSTs from Bilkent University, Hacettepe University and Middle East Technical University. The subjects were administered a questionnaire, which consisted of three parts: (a) demographic questions to gather background information about the NSTs and NNSTs, (b) a sample students' composition, to which subjects were asked to give feedback, in order to determine if NSTs and NNSTs were consistent in their actual feedback practice with what they reported as most important in writing, and (c) rating and ranking items to determine NSTs and NNSTs' perceived order of importance of various aspects of writing: content, organization, grammatical language use, vocabulary usage, and mechanics.

In the analysis of the questionnaires, frequencies, and percentages of close-ended items were calculated. Means and standard deviations of rating and ranking items were also calculated and analyzed using independent sample T-tests and Mann-Whitney U - Wilcoxon Rank Sum W tests, to determine

whether there were any statistically significant differences between NSTs and NNSTs. Lastly, the feedback on the sample composition was analyzed by calculating the number of comments that related to various aspects of writing and comparing these with teachers' ranking of these aspects of writing in terms of their importance.

Summary of the Results

The following questions were posed in this study:

1. Is there a difference between NSTs and NNSTs in their attitudes to feedback on writing, specifically their perceived order of importance of the following aspects of writing: content, organization, grammatical language use, vocabulary usage, mechanics. If so in what way?

2. If there is a difference, to what extent are these differences in feedback on writing related to demographic variables, specifically different educational background, level of education and years of teaching experience?

The results of the ratings of the aspects of writing: content, grammatical language use, mechanics, organization, and vocabulary indicate there were no statistically significant differences between NSTs and NNSTs in their perceived order of importance of these aspects of writing.

The results of the ranking of the aspects of writing indicate that NSTs and NNSTs differed in their ranking of Organization. The number of NNSTs who ranked Organization as

first was significantly greater than the number of NSTs who ranked organization as first. To determine to what extent this difference was related to the demographic variables: educational background, level of education, and years of teaching experience and to see whether patterns emerged in the ratings and ranking of NSTs and NNSTs related to these background variables, additional analysis was undertaken. Results of this analysis indicate that there were no strong patterns from which to be able to make generalizations.

The study was also concerned with the relationship between what NSTs and NNSTs report as most important in writing and what aspect of writing they actually give the most feedback on. The results indicate that there is a discrepancy between what NSTs and NNSTs report and their actual feedback practice. However, since the analysis of the feedback on the composition had an element of comparing "apples and oranges", in that equal weight was given to comments on grammar and content, the latter of which cannot be as easily quantified as the former, the results should be cautiously interpreted.

Discussion of the Results

Initially, it was expected that NSTs would assign greater importance to content, and NNSTs would assign greater importance to grammatical language use. The results of the T-tests for the rating of aspects of writing demonstrate that there were no statistically significant differences between

NSTs and NNSTs in their ratings. A possible interpretation of this lack of difference might be that Bears` (1985) claim that language education in Turkey is under the influence of the behaviorist approach and emphasizes rote learning and memorization may no longer apply. If NNSTs (Turkish) were more behaviorist in their orientation to writing than NSTs, this orientation would be reflected in their attitudes towards aspects of writing. NNSTs would place more importance on grammatical language use than on content, based on the assumption that the behaviorist approach is more oriented towards the error-free production of language, unlike their NST counterparts who because of their communicative orientation, would place greater importance on content itself. Several months ago, the communicative approach was even formally declared as the official method to be used to teach English in Turkish secondary schools by the Turkish Ministry of Education. In recent years the principles of the communicative approach have been in circulation to a great extent and have perhaps reduced the influence of the behaviorist approach on Turkish Language Teaching in general, perhaps reducing any difference in attitudes between NSTs and NNSTs on aspects of writing. An additional influence might be that in recent years in the field of writing importance has been increasingly placed on the content not the form of writing, which may have also helped to reduce any differences

in attitudes towards aspects of writing between NSTs and NNSTs.

With regards to the ranking of aspects of writing, organization was ranked first as the most important aspect of writing by NNSTs, an unexpected result. NSTs, unlike their NNST counterparts, ranked content first as the most important aspect of writing. This difference in ranking was statistically significant at the level of $p \leq .05$. These results were contrary to the researcher's expectation that subjects would either rank content or the grammatical aspect of writing as first or second. Although the researcher did not come across any literature during his review of the literature that might explain the above result, one possible interpretation might be that writing teachers have difficulty distinguishing between content and organization. While piloting the questionnaire, one subject commented that he had difficulty distinguishing between the two. Several subjects in the study wrote the same comment beside their ranking. Perhaps they and others use the term organization as a cover term that includes both organization and content, although the results of the t-test on the mean ratings and rankings of Content and Organization within groups suggest that subjects perceive these items as distinct. A second possible reason for the importance given to organization might be that organization is perceived as being concerned with the text as

a whole, on a macro level, and thus is a larger and more important issue than, for example, grammatical language use, which focuses on smaller units of discourse on a micro level and thus is more concerned with the less important bits and pieces that make up the text.

The discrepancy between what subjects report is important and what they actually give feedback on can be interpreted as EFL teachers actually being more concerned with language-specific problems and errors rather than content. Although methodology suggests that content is important, the literature suggests that language teachers are "language teachers," and whether or not they are NSTs or NNSTs, they feel a need to give feedback on the language itself, to a greater extent than feedback on what is expressed using that language. Another possible explanation for the discrepancy between what subjects report is important and what they give feedback on might be due to the fact that the sample composition they were given on the questionnaire was not very long, and did not provide them with enough content to give feedback on.

Limitations of the Study

The results of this study cannot be generalized to all NSTs and NNSTs because of the limited number of subjects in the study, and the fact that the subjects were not randomly selected. In addition, the researcher might have gotten the

results he expected if he had compared what teachers actually do rather than what they report as most important in writing. If he had combined content and organization as a single aspect of writing and if he had used a longer composition, this might have resulted in more content comments.

Implications for Further Research

In this study the researcher used subjects' ranking of aspects of writing for his analysis. In further research, the study could be replicated, but using the data from the actual feedback given on the sample composition as the baseline data.

Pedagogical Implications

A guideline as to what to focus on while giving feedback could be provided writing instructors by the institutions where they work because part of the results of this study indicate that teachers' feedback is not consistent with what they report to be most important in writing. If there is a guideline, then teachers might be more consistent in the feedback they give and students might receive more consistent feedback than they currently do.

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QUESTIONNAIRE REGARDING FEEDBACK ON WRITING

This questionnaire is designed for a research project on teacher feedback on writing which is being carried out as a part of my studies in the MA TEFL program at Bilkent University. All the responses will be kept confidential ; nobody except the researcher will see your responses. Thank you for participating.

Part I Background Information

1. Please indicate your sex ☐ Male ☐ Female
2. What is your highest degree obtained ? (circle one) BA MA Ph.D.
in what field of study is your highest degree obtained ? _____
3. What is your native language ? _____
4. How long have you been teaching English ? _____
5. Please rank your areas of English language proficiency from strongest to weakest Rank from 1 to 4 the skills of reading, writing, listening , and speaking. 1 = strongest skill and 4 = weakest skill

Your rank: 1.

2.

3.

4.

Part II Student essay

Directions: Below is a essay written by an EFL student in Turkey. Please read the essay and give feedback on this sheet of paper.

Note:

I am interested in your feedback on writing, which reflects what you think is important to give student feedback about, not what your department thinks is important. If the policy of your department is not to respond to grammatical errors but you feel that it is important to give feedback on errors please do so. What is important is that you give feedback to the writer of the essay below according to your own individual criteria. The essay was written in response to the following prompt:

Some people like traveling alone while others with friends or family. What are the advantages and disadvantages of traveling alone and of traveling with someone else? Which do you like and why?

STUDENT ESSAY

I pfare traveling alone. Because if I am alone I can move freely and forget my country's costumes. I think one of the many important purpose of traveling alone is learning about that cuontry which I traveled. If I am with friends or family, may be I can't go away from my own costumes and language. That's not good I want to know about traveling country's costumes and charactaristics of people. Traveling alone is dangerous, I think. Sometimes, travelers meets with terrible situation which they have never met previous. When I'm into difficult situation, I wil be confusing, if I am alone.

If I am alone, of course I have to take care of myself . it could be little dangerous, sometimes into difficult situations. Even travering alone has some disadvantages, I' d like traveling alone. It is with tension, worry and danger, but these things is going to be good experience for me I can grew up better than before.

Traveling alone is also good opotunity to think about I'm, and

what can I do myself.

in conclusion traveling has lot oppotunities to learn.

travelers should learn positively. Therefore traveling alone is

much better to learn anything than with my friends or family.

Part III Attitudes towards Feedback on Writing in General

Directions: Read the statement below and circle the number that reflects how important you think each of the following aspects of writing are.

1 = not at all important

2 = a little important

3 = somewhat important

4 = very important

1. Organization, i.e., logical sequencing, and connecting ideas. 1 2 3 4

2. Grammatical language use, i.e., mastery of simple/ complex constructions, negation, agreement, tense, number, word order, function, articles. 1 2 3 4

3. Content, i.e., development of the topic, ideas and supporting details. 1 2 3 4

4. Vocabulary usage, i.e., range, choice, usage of words. 1 2 3 4

5 Mechanics, i.e., spelling, punctuation, capitalization paragraphing, handwriting 1 2 3 4

6. If you have any comments about your responses to # 1-5, please write below.

Directions: Please rank the following aspects of writing according to your perceived order of importance. 1 = most important, 5 = least important

Organization, i.e., logical sequencing, and connecting ideas.

Grammatical language use, i.e., mastery of simple/ complex constructions, negation, agreement, tense, number, word order, function, articles, pronouns, prepositions.

Content, i.e., development of the topic, ideas and supporting details

Vocabulary usage, i.e., range, choice, usage of words

Mechanics, i.e., spelling, punctuation, capitalization, paragraphing, handwriting

Your rank 1.
 2.
 3.
 4.
 5.

If you have any comments about your ranking , please write below.

Part II Student essay

Directions: Below is a essay written by an EFL student in Turkey.
Please read the essay and give feedback on this sheet of paper.

Note:

I am interested in your feedback on writing, which reflects what you think is important to give student feedback about, not what your department thinks is important. If the policy of your department is not to respond to grammatical errors but you feel that it is important to give feedback on errors please do so. What is important is that you give feedback to the writer of the essay below according to your own individual criteria. The essay was written in response to the following prompt:

Some people like traveling alone while others with friends or family. What are the advantages and disadvantages of traveling alone and of traveling with someone else? Which do you like and why?

STUDENT ESSAY

I prfare traveling alone. ^b Because if I am alone I can move freely sp
and forget my country's costumes. I think one of the many sp

important purpose of traveling alone is learning about that cuonty Gr/Sp

which I traveled. If I am with friends or family, may be I can't go Gr ^{Colloquial} ^{Not in write English}

away from my own costumes and language. That's not good I want sp

to know about traveling country's costumes and characteristics of sp/s p

Connector (However) = the of the country which I traveled sp/s p

people. Traveling alone is dangerous, I think. Sometimes, travelers Gr/previous ^{to be} ^{feel + adj-ed}

meets with terrible situation which they have never met previous ^{adj-ed-ing}

When I'm in difficult situation I will be confusing, if I am alone ^(naturally)

If I am alone, of course I have to take care of myself. it

could be little dangerous, sometimes into difficult situations. Even wrong word ^(Even though) ^{Although}

travering alone has some disadvantages, I like traveling alone. It sp/Gr

^{ww} ^(full of) is with tension, worry and danger, but these things is going to be Gr.

^{so} good experience for me, I can grew up better than before. Gr.

Traveling alone is also good opotunity to think about I'm, and ^{ww} ^(myself)

* It is coherent; you reasonably connected your ideas

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* However, there is no unity in your essay because you didn't follow a plan. ~~Next time, follow that plan.~~

what can I do myself. wrong order

in conclusion traveling has lot opportunities to learn.
travelers should learn positively. Therefore traveling alone is
much better to learn anything than with my friends or family.

Capital article - G.
Capital G.
I. Introduction
II. Advantages and Disadvantages of traveling alone
III. Advantages and Disadvantages of traveling with family
IV. Conclusion

Part III Attitudes towards Feedback on Writing in General

Directions: Read the statement below and circle the number that reflects how important you think each of the following aspects of writing are.

- 1 = not at all important
2 = a little important
3 = somewhat important
4 = very important

- | | | | | |
|--|---|---|-----|-----|
| 1. <u>Organization</u> , i.e., logical sequencing, and connecting ideas. | 1 | 2 | 3 | (4) |
| 2. <u>Grammatical language use</u> , i.e., mastery of simple/ complex constructions, negation, agreement, tense, number, word order, function, articles. | 1 | 2 | (3) | 4 |
| 3. <u>Content</u> , i.e., development of the topic, ideas and supporting details. | 1 | 2 | 3 | (4) |
| 4. <u>Vocabulary usage</u> , i.e., range, choice, usage of words. | 1 | 2 | (3) | 4 |
| 5. <u>Mechanics</u> , i.e., spelling, punctuation, capitalization, paragraphing, handwriting | 1 | 2 | (3) | 4 |
| 6. If you have any comments about your responses to # 1-5, please write below. | | | | |

* Sorry, I should have written the remarks above here!

Part II Student essay

Directions: Below is a essay written by an EFL student in Turkey.
Please read the essay and give feedback on this sheet of paper.

Note:

I am interested in your feedback on writing, which reflects what you think is important to give student feedback about, not what your department thinks is important. If the policy of your department is not to respond to grammatical errors but you feel that it is important to give feedback on errors please do so. What is important is that you give feedback to the writer of the essay below according to your own individual criteria. The essay was written in response to the following prompt:

Some people like traveling alone while others with friends or family. What are the advantages and disadvantages of traveling alone and of traveling with someone else? Which do you like and why?

STUDENT ESSAY

ell: s
one
choice
of
word
part of
speech
wrong
change
order
add a
word

I p^{sr}fare traveling alone. Because if I am alone I can move freely and forget my country's costumes. I think one of the many important purpose of traveling alone is learning about that cu^{sr}untry which I traveled. If I am with friends or family, may be I can't go away from my own costumes and language. That's not good I want to know about traveling country's costumes and characteristics of people. Traveling alone is dangerous, I think. Sometimes, travelers meets with terrible situation which they have never met ^{p.c.} previous. When I'm into difficult situation, I wil be confusing, if I am alone.

If I am alone, of course I have to take care of myself . it could be little dangerous, sometimes into difficult situations. Even travering alone has some disadvantages, I' d like traveling alone. It is with tension, worry and danger, but these things is going to be good experience for me I can grew up better than before.

Traveling alone is also good opotunity to think about I'm, and

Be careful with the layout.

In an essay ~~the~~ about advantages and dizadvantages of something the outline should be as follows:

- #1 Introduction (stating what you are going to talk about)
- #2 } #2 talking about advantages
- #3 } #3 talking about dis-advantages
- #3 } #4 conclusion

what can I do myself.

In conclusion traveling has ^{of} ~~lot~~ opportunities to learn.

travelers should learn positively. Therefore traveling alone is much better to learn anything than with my friends or family.

Part III Attitudes towards Feedback on Writing in General

Directions: Read the statement below and circle the number that reflects how important you think each of the following aspects of writing are.

- 1 = not at all important
2 = a little important
3 = somewhat important
4 = very important

1. Organization, i.e., logical sequencing, and connecting ideas.

1 2 3 (4)

2. Grammatical language use, i.e., mastery of simple/ complex constructions, negation, agreement, tense, number, word order, function, articles.

1 2 (3) 4

3. Content, i.e., development of the topic, ideas and supporting details.

1 2 3 (4)

4. Vocabulary usage, i.e., range, choice, usage of words.

1 2 (3) 4

5 Mechanics, i.e., spelling, punctuation, capitalization paragraphing, handwriting

1 (2) 3 4

6. If you have any comments about your responses to # 1-5, please write below.

Part II Student essay

Directions: Below is a essay written by an EFL student in Turkey.
Please read the essay and give feedback on this sheet of paper.

Note:

I am interested in your feedback on writing, which reflects what you think is important to give student feedback about, not what your department thinks is important. If the policy of your department is not to respond to grammatical errors but you feel that it is important to give feedback on errors please do so. What is important is that you give feedback to writer of the essay below according to your own individual criteria. The essay was written in response to the following prompt:

Some people like traveling alone while others like others like traveling with friends or family. What are the advantages and disadvantages of traveling alone and of traveling with someone else? Which do you like and why?

STUDENT ESSAY

I p[re]fer traveling alone. Because if I am alone I can move freely and forget my country's costumes. I think one of the many important purpose of traveling alone is learning about that cu[n]try which I traveled. If I am with friends or family, may be I can't go away from my own costumes and language. That's not good. I want to know about traveling country's costumes and characteristics of people. Traveling alone is dangerous, I think. Sometimes, travelers meets with terrible situation which they have never met previous. When I'm into difficult situation, I wil be confusing, if I am alone.

If I am alone, of course I have to take care of myself. it could be little dangerous, sometimes into difficult situations. Even traver[er]ing alone has some disadvantages, I'd like traveling alone. It is with tension, worry and danger, but these things is going to be good experience for me I can grew up better than before.

PLEASE PROOFREAD
CAREFULLY!

Am... You express many ideas here - some of them are quite specific. How can you prepare your reader for the general points of your essay?

induction?
ok,
good idea

Traveling alone is also good opportunity to think about I'm, and what can I do myself.

Good point. Can you develop and support this idea. Give some personal examples.

in conclusion traveling has lot opportunities to learn.

travelers should learn positively. Therefore traveling alone is

much better to learn anything than with my friends or family.

Remind your reader of what they are. This will strengthen your essay.

Part III Feedback on Writing

Directions: Read the statement below and circle the number that best represents your evaluation of the degree of seriousness of each of the following problems in writing.

- 1 = not at all serious
2 = a little serious
3 = somewhat serious
4 = very serious

to support this idea with clearer examples. You learn more about a country. You need, however, to support this idea with clearer examples. ~~remains for the advantages rather than disadvantages of your choice.~~ Finally, this work has many grammatical errors. Just read carefully.

1. Poor organization, i.e., non fluent, ideas confused or disconnected, lacks logical sequencing.

1 2 3 **4**

2. Poor grammatical language use, i.e., major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order, function, articles, pronouns, prepositions and/or fragments, deletions.

1 **2** 3 4

3. Poor development of content, i.e., writer showed limited knowledge of the subject, inadequate development of the topic and/or little substance.

1 2 3 **4**

4. Poor vocabulary usage, i.e., limited range, frequent errors of word /idiom form, choice, usage, and meaning confused or obscured.

1 **2** 3 4

5. Poor mechanics, i.e., frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting

1 2 **3** 4

6. If you have any comments about your responses to # 1-5, please write below.

In my approach I tend to focus on teaching organization and development. I encourage students to work toward greater grammatical and mechanical proficiency on their own, but will draw their attention to patterns of errors I notice in their writing.

read or my answer? about writing in general?

Part II Student essay

Directions: Below is a essay written by an EFL student in Turkey.
Please read the essay and give feedback on this sheet of paper.

Note:

I am interested in your feedback on writing, which reflects what you think is important to give student feedback about, not what your department thinks is important. If the policy of your department is not to respond to grammatical errors but you feel that it is important to give feedback on errors please do so. What is important is that you give feedback to the writer of the essay below according to your own individual criteria. The essay was written in response to the following prompt:

Some people like traveling alone while others with friends or family. What are the advantages and disadvantages of traveling alone and of traveling with someone else? Which do you like and why?

STUDENT ESSAY

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F away from my own costumes and language. That's not good I want
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A W meets with terrible situation which they have never met previous.
A SP W When I'm into difficult situation, I wil be confusing, if I am alone.
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Part III Attitudes towards Feedback on Writing in General

Directions: Read the statement below and circle the number that reflects how important you think each of the following aspects of writing are.

- 1 = not at all important
2 = a little important
3 = somewhat important
4 = very important

- | | | | | |
|--|---|---|---|---|
| 1. <u>Organization</u> , i.e., logical sequencing, and connecting ideas. | 1 | 2 | 3 | 4 |
| 2. <u>Grammatical language use</u> , i.e., mastery of simple/ complex constructions, negation, agreement, tense, number, word order, function, articles. | 1 | 2 | 3 | 4 |
| 3. <u>Content</u> , i.e., development of the topic, ideas and supporting details. | 1 | 2 | 3 | 4 |
| 4. <u>Vocabulary usage</u> , i.e., range, choice, usage of words. | 1 | 2 | 3 | 4 |
| 5 <u>Mechanics</u> , i.e., spelling, punctuation, capitalization paragraphing, handwriting | 1 | 2 | 3 | 4 |
6. If you have any comments about your responses to # 1-5, please write below.

In 4. I think choice & usage of words is very important, but range (in the sense of direct synonyms) is not so important.