

**A DESCRIPTIVE STUDY  
OF  
FIRST-YEAR UNIVERSITY STUDENTS' REACTIONS TO TEACHERS'  
WRITTEN FEEDBACK**

43618

**A THESIS PRESENTED BY  
FATMA ELİF UZEL  
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**T.C. YÜKSEKÖĞRETİM KURULU  
DOKÜMANTASYON MERKEZİ**

**BİLKENT UNIVERSITY**

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## ABSTRACT

Title: A descriptive study of first-year university students' reactions to teachers' written feedback  
Author: Fatma Elif Uzel  
Thesis Chairperson: Ms. Bena Gül Peker, Bilkent University, MA TEFL Program  
Thesis Committee Members: Dr. Teri S. Haas, Ms. Susan D. Bosher, Bilkent University, MA TEFL Program

This research study investigated first-year university students' reactions to teachers' written feedback on their compositions and how learners actually use teacher feedback when revising. As another focus, learners' reactions and teachers' assumptions of these are compared. One hundred and twenty students and 23 teachers participated in the study.

Data were collected through a student questionnaire, a teacher questionnaire and interviews. Data regarding the closed items of the questionnaires were analyzed using frequencies, means, standard deviations and percentages. For the analysis of open-ended questionnaire items and interviews, descriptive categories were developed from the data.

The study had three research questions. The first research question was about learners' reactions to teachers' written feedback. The results suggest that learners' prefer both written and oral feedback. They find comments on organization and detailed comments most helpful while they think unclear and too broad comments are least helpful. Therefore, they would like their

instructors to give clear, specific and detailed comments which focus mainly on organization.

The second research question was about how learners use teacher written feedback when revising their compositions. The findings suggest that most of the students understand and consider their instructors' feedback when revising first drafts. However, the students who ignored them reported that they did not understand what their instructors' meant or they did not think a revision was necessary. Almost half of the students wished to receive additional feedback, such as oral comments, comments showing explicitly how to improve, comments on grammar and on vocabulary, and positive comments.

The third research question was whether learners' reactions to teachers' written feedback was different from teachers' assumptions of these reactions. In general, teachers' assumptions match with what students have reported. Regarding some issues, some differences were also reported.

Students who participated in this study insist on their need for detailed, text-specific and clear teacher written feedback supported by writing conferences. These findings suggest important pedagogical implications about feedback: training programs--workshops--both for students and teachers.

**BİLKENT UNIVERSITY**  
**INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES**  
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The examining committee appointed by the  
Institute of Economics and Social Sciences for the  
thesis examination of the MA TEFL student

Fatma Elif Uzel

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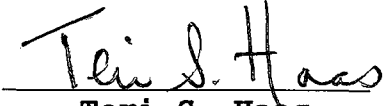
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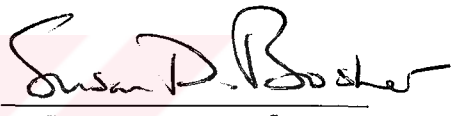
**Thesis Title** : A descriptive study of first-year  
university students' reactions to  
teachers' written feedback.

**Thesis Advisor** : Dr. Teri S. Haas  
Bilkent University, MA TEFL Program

**Committee Members** : Ms. Susan D. Boshier  
Bilkent University, MA TEFL Program  
Ms. Bena Gül Peker  
Bilkent University, MA TEFL Program

We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

  
Teri S. Haas  
(Advisor)

  
Susan D. Bosher  
(Committee Member)

  
Bena Gül Peker  
(Committee Member)

Approved for the  
Institute of Economics and Social Sciences



Ali Karaosmanoğlu  
Director  
Institute of Economics and Social Sciences

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## CHAPTER 1 INTRODUCTION

### BACKGROUND OF THE STUDY

The impetus for this research study originated from the needs I have observed at my institution, the Faculty of Humanities and Letters at Bilkent University, where I have worked in the English Unit. This unit is mainly responsible for two one-semester, first-year compulsory courses: ENG 101, English and Composition I, and its continuation ENG 102, English and Composition II. The English Unit offers these courses mainly to three groups of first-year students. The first group consists of students from the Faculty of Business Administration and the Faculty of Economics, Administrative and Social Sciences (Admin. students). The second group is formed from students studying in the Faculty of Engineering and the Faculty of Science (Engin. students). The last group is the arts group which includes students from the Faculty of Art, Design, and Architecture and from the Department of History of Art and Archeology in the Faculty of Humanities and Letters (Fine Arts students).

The English Unit changed its curriculum this year, and prepared a new one based on a theme-based process writing course. In ENG 101 students develop their skills of reading and writing through the process of reading thematically-organized texts of authentic nature, class discussions, and journal keeping. They are expected to evaluate, synthesize, and respond to the ideas in the texts, and to present their arguments in the form of

academic essays. The continuation of this course, ENG 102, is designed to build on the skills developed in ENG 101 through the same process approach. Students are expected to be engaged in conducting research, reporting synthesized information from different sources, as well as in problem solving and decision-making activities. All required work is presented in written and/or oral form, that is, academic essays and formal oral presentations. ENG 101 is a prerequisite of ENG 102; that is, a student who fails the former cannot take the latter.

The students taking these first-year composition courses are engaged in process writing; they write summaries and essays with various drafts, and also keep journals in which they respond to reading texts, relate reading texts to one another, note their research findings, and write their personal comments concerning the courses or the instructors. Such courses require an enormous amount of teacher feedback. The students enrolled in these courses are expected to revise their writing at least two times in response to teachers' comments. From my own experience and from various informal conversations and discussions with colleagues, I felt that the feedback procedures that teachers of writing use can have a crucial impact on the development of students' revising processes. We have observed that the students whom we thought made use of our comments on their first drafts, in the process of revising their

essays, have improved their writing. Our view has also been confirmed by some of the students who have reflected positive attitudes towards our feedback which helped them revise their first drafts.

This view led me to think about the situations of our students who might not have benefited from our feedback like those who have reflected positive attitudes. For such instances we, as teachers of writing, think about how to give feedback and how to be useful to our students. However, there might be cases in which the problem is not related to the form or kind of feedback given; the problem might be that, our students react negatively or do not make use of our feedback as we assume they do. Therefore, learners' reactions to teachers' feedback and how students understand and actually make use of our feedback is a very important point to consider.

To find similar situations and problems, I searched through the literature to look into the theory of teaching writing suggested by scholars in the field and some research studies carried out in this area. Over the past 20 to 30 years there has been an enormous amount of research on the composing processes of student writers (e.g., Jacobs, 1982; Perl, 1978; Raimes, 1985; Zamel, 1982; all cited in Kroll, 1991). Much of this work has dealt with the production of texts. Zamel (1983) points out that students' written products do not tell us enough about their needs for writing instruction. Thus,

researchers are trying to find out students' writing behaviors to suggest ways to teach writing effectively.

As generally accepted in the literature, writing is now seen as a cyclical process of discovering and making meaning; teachers of writing are becoming more aware of the shift in composition, from product-centered to process-centered, and are beginning to consider this in their teaching. This shift also suggests new ways of responding to students' writing. Previously, when teachers of writing were more concerned with the product of writing, their feedback was directed at the final product and because of this, it was not of constructive quality. In other words, neither the students nor the teachers were concerned about feedback as there was no concern for revising.

Since process writing has become more dominant in the teaching of writing in recent years, responding to students' writing has changed, too. As Reid (1994) suggests, rather than responding to completed products, teachers of writing have started to intervene at various stages of students' writing: pre-writing, drafting, composing, revising, editing, and so forth. Consequently, there have also been studies of the procedures that teachers employ to give written feedback to the compositions of their students (e.g., Cohen, 1987; Cohen & Cavalcanti, 1990; Fathman & Whalley, 1990; Freedman, 1987; Sommers, 1984; Zamel, 1985).

Most of these studies have been concerned with how teachers give feedback, but learners' reactions to teachers' feedback styles and techniques have not been considered as much. Both teachers' feedback styles and learners' reactions to feedback affect students' writing, especially their revising processes. Some research studies have been done to determine which feedback styles teachers employ would be more useful to learners' writing processes (e.g., Fathman & Whalley, 1990; Leki, 1991). Other studies have also been done to determine how students process teachers' feedback (e.g., Cohen, 1987).

What is missing in such studies is the combined information about how learners perceive, understand and finally, use teachers' feedback in their revisions. I believe it is necessary to know what learners think about their teachers' feedback in general, that is how they react to it, and at the same time how they actually make use of it in their revisions. Therefore, this research study is needed not only to address my institution's needs, but also to attempt to fill this gap in the field.

#### PURPOSE OF THE STUDY

In this research study, learners' reactions to teachers' written feedback on their compositions and how learners actually use teachers' written feedback when revising their compositions were investigated. As a secondary focus, learners' reactions to teachers' written

feedback on compositions and teachers' assumptions of these reactions were compared.

The reason why it is necessary to know learners' reactions to teachers' feedback is that this can have an enormous impact on students' revising processes and it can provide teachers with valuable information about what their students think about teachers' feedback styles and what students would like to receive as feedback. It is also important to understand how students perceive and use the feedback that their teachers give on their compositions. One of the important points to be considered was to what extent teachers' feedback is useful to first-year English as a foreign language (EFL) writers. As teachers give feedback to be helpful to their students and as they spend a lot of time doing this, it would be useful to know what reactions their students have towards this time-consuming practice.

In this way, the significance of the study could be best understood on two levels: from the teachers' point of view and from the students' point of view. Through this study, the teachers will receive valuable information on students' reactions to their feedback procedures and the ways students actually utilize their feedback. They will also see whether teachers' assumptions of these are different from students' actual reactions. Thus, the teachers will have the opportunity to evaluate their feedback-giving procedures. On the other hand, students will have the opportunity to state

their reactions about feedback procedures to the teachers. As a result, students may become more conscious about their teachers' feedback and the importance of processing teachers' feedback.

#### RESEARCH QUESTIONS

The research questions asked in this study are:

1. How do learners react to teachers' written feedback about their compositions?
2. How do learners make use of teachers' written feedback when revising their compositions?
3. Are learners' reactions to teachers' written feedback different from teachers' assumptions of their students' reactions to their feedback?

#### DEFINITION OF TERMS

In this study, the term teachers' written feedback is used to refer to the various forms of comments that teachers make on their students' compositions. These comments may be on form (grammar, word choice, punctuation, and spelling) or on content and organization. These may be short notes, long comments, simple marking symbols like "sp", "✓", "?" etc., or they may simply be underlining.

The term learners' reactions should be understood as what learners think about their teachers' feedback procedures, in general, how they perceive, understand, and interpret the feedback that they receive on their compositions.

## CHAPTER 2 LITERATURE REVIEW

### INTRODUCTION

Despite growing interest in the process-oriented approach towards the teaching of writing and, consequently, the increasing importance given to teacher feedback styles, little attention has been given to how learners actually react to their teachers' feedback. This problem is especially important when we think about the complexity of the revising processes that our learners go through in the composition courses which require multi-drafting. Learners spend a great deal of time to write their drafts, and teachers, on the other hand, spend as much or even greater time to give feedback to these drafts. Yet, there are some unanswered questions. The questions raised are how learners react to teachers' written feedback and whether they perceive, understand, and actually make use of these comments. These points are important aspects of revising and teacher feedback procedures to consider.

Zamel (1983) points out that from the research currently done in the teaching of composition, it can be accepted that the process approach, which concerns itself with the generation, recording, and refining of ideas, prevails in the teaching of writing. According to her, the researchers have seen that the final products learners come up with are not really helpful in understanding learners' needs for writing instruction, so

they have started to investigate what really goes on in the process of writing in order to be able to suggest better ways to teach writing. As feedback process is an indispensable part of the process of writing, to understand this process research on teachers' feedback is essential.

This literature review will focus on research studies that have been done concerning teacher feedback styles and student reactions to and processing of teacher feedback in both ESL and EFL settings.

#### TEACHER FEEDBACK STYLES

Various studies have been concerned with how teachers give feedback to their students about their compositions (e.g., Cohen & Cavalcanti, 1990; Fathman & Whalley, 1990). It has been noted that teachers tend to comment more on the correctness of writing--that is, surface level aspects of writing when compared to the meaning and the content. In addition, teachers' feedback has been found to be unclear and imprecise (Zamel, 1985).

Zamel (1985) examined the teacher comments, reactions, and markings on compositions assigned and evaluated in university-level English as a Second Language (ESL) writing courses. Fifteen teachers' comments were analyzed and it was found that most of the teachers make similar types of comments and that they are mostly concerned with language errors. Furthermore, the marks and responses are often confusing and

unintelligible to the students. Moreover, teachers' comments affect students' perception of text quality; students cannot see their writing as an ongoing process since their teachers' comments on their writing, made students consider their writing as final products.

Research on teachers' feedback procedures have also raised the question of when and how teachers should give feedback. The disagreement about whether teachers should focus on form or content is especially worth noting. Fathman and Whalley (1990) attempted to discover which was most effective: teacher feedback focusing on form or focusing on content. In their experimental study, they compared the effects of three feedback styles on ESL students' writing: namely, grammar feedback, content feedback, and grammar and content feedback. Students were assigned to four groups: three corresponding to the feedback styles above and one control group which received no feedback. Their results suggest that grammar and content feedback, regardless of whether given alone or at the same time positively affect students' rewriting. However, teacher intervention is not always necessary; rewriting alone is a valuable tool for improving students' writing.

#### STUDENT REACTION AND PROCESSING OF TEACHER FEEDBACK

In addition to the studies conducted on teacher feedback styles, researchers have also been concerned with how students react to teachers' feedback and how

they process it. It has been suggested that "the activity of teacher feedback as currently constituted and realized might have more limited impact on the learners than the teachers would desire ... [and there is] somewhat of a mismatch between the type of information sought by the learners and that provided by their teachers." (Cohen, 1990).

Sommers, Brannon and Knoblak (cited in Sommers, 1984) attempted to discover what messages teachers give their students through their comments and what determines which of these comments students choose to use or to ignore when revising. The results of the study suggest that teachers' comments can be directive in changing the writing purpose--the students may be forced to change the whole writing in order to meet the teachers' demands--and that they are not text-specific and that they can be interchangeable from text to text. The researchers conclude that students interpreted teachers' comments as rules to be followed while composing and therefore, students' writing is just a matter of following these rules.

Cohen (1987) studied students' processing of teacher feedback on their compositions. He was mainly concerned with what teacher feedback tends to deal with, what form it is presented in, how much of this feedback students process, how they go about doing this, and what forms of feedback might be difficult for them to interpret. In his study, he used 217 American university students, both

ESL and EFL students. His survey study revealed that teachers' comments dealt primarily with grammar and mechanics; and that teachers devoted much less attention to vocabulary, organization, and content. On the other hand, students were reported to pay attention to teachers' comments on both mechanics and grammar, but they also paid attention to comments regarding vocabulary, organization, and content-- areas in which teachers' comments were fewer. Students reported that they did not understand teachers' comments when they were single words or short phrases such as "confusing" or "not clear." Students' main strategy for processing teacher feedback was mainly making a mental note of the teachers' comment.

Cohen's study (1987) suggests that there may be mismatches between what teachers' provide as feedback and what students think about and do with the feedback. Another set of studies (1987) conducted by Cohen and Cavalcanti dealt with this aspect. Their three small-scale studies called for both teacher and student verbal report protocols. The researchers had two sets of subjects for these studies: three experienced teachers of writing and nine students. Three students were selected by each teacher to provide verbal reports of how they made use of teacher feedback. The students' native language was Portuguese and they represented high, intermediate, and low performers in EFL. The teachers were also asked to provide verbal reports when they

interact with student compositions while giving written feedback. The findings indicate that teachers' and students' perceptions and the actual feedback situation were generally good. However, there were certain mismatches between what the students desired as feedback and what their teachers provided. Generally, the students wanted more feedback regarding content and organization than their teachers gave. On the other hand, it was found that students' strategies for processing feedback were fairly low in number. Basically, they made mental notes of their teachers' comments rather than recording them.

Chapin and Terdal (1990) also investigated the responses of ESL writing students to their teachers' written comments on their essay drafts. Fifteen lower-intermediate ESL students were interviewed. It was found that the majority of the teachers' comments were on form rather than content or organization and the teachers' direct corrections of student errors formed half of the comments. Most of the students' changes were made as a result of these; students mirrored these even though they did not understand what the comments meant. These written comments led the students to edit or to expand their essays by adding details or explanations, rather than to revise by changing or developing meaning.

Leki (1991) studied the preferences of ESL students for error correction in freshman composition classes. She asked these students to analyze what kinds of marking

techniques help them the most, which kinds of corrections they make use of, and what reactions they have to teacher comments. The results suggest that, in contrast to Cohen and Cavalcanti's study (1987), students would like to see all their errors corrected and they always look for corrections of their grammatical errors. In contrast, they do not approve of teacher comments which deal with only organization and content.

A recent study by Hedgcock and Lefkowitz (1994) looked at learners' reactions to teacher feedback. In their study the researchers focused on ESL and Foreign Language (FL) writers' reactions to feedback styles of their teachers. Besides this, they attempted to discover how teachers' responses affect the evolution of students' perceptions of text quality and their composing processes. The researchers used both ESL and FL learners since one of their aims was to compare the reactions of these two groups. There were 137 FL and 110 ESL students who participated in the study. Data were collected through the administration of a 45-item survey. Descriptive analysis was applied to the data. The researchers reported that both ESL and FL writers found written feedback combined with writing conferences to be the most desirable form of teacher response. The responses to the questions about preferred and undesirable teacher intervention procedures varied widely between the two groups. ESL writers preferred rhetorical comments more than the FL writers; in contrast FL writers

preferred grammatical and mechanical comments to their writing. The students' appraisals of the rating system and text features that they felt their teachers had used in responding to their written work were also quite different for each of the two groups. ESL students thought that the highest priority for their teachers was the content. On the other hand, FL students thought their teachers were giving the most importance to language accuracy.

All of the studies cited in this review suggest various implications for teacher feedback procedures. Some of them suggest better types of feedback procedures according to different circumstances and some other suggest that learners' reactions to teachers' feedback are important to consider. They have differences and varieties resulting from different research foci, but each research study shares a common view and that is the undeniable impact of teacher response to students' writing and especially revising processes.

Although there have been studies investigating learners' reactions to teachers' written feedback, they report either contradictory results or they have just limited their foci either to learners' reactions or to how learners process teachers' feedback. What is missing in these studies is the combined information on how learners generally react to teachers' feedback and how they actually make use of it. My research study attempted to further explore learners' reactions to

teachers' written feedback by not only investigating their reactions, but also finding out how they perceive and make use of feedback at the same time. In addition, students' reactions are compared to teachers' assumptions.



## CHAPTER 3 METHODOLOGY

### INTRODUCTION

The major focus of this study is to reveal learners' reactions to teachers' written feedback on their compositions and also to explore how learners actually use teachers' written feedback when revising their compositions. As another focus, learners' reactions to teachers' written feedback is compared to teachers' assumptions of learners' reactions. The study was conducted at Bilkent University, with the participation of first-year students enrolled in ENG 102, English and Composition II, course and the English instructors in the English Unit, Faculty of Humanities and Letters. In this chapter the participants who were involved in the study, the instruments that were used to collect data, and the procedures are discussed in detail.

### PARTICIPANTS

In this study there were two groups of participants, the students and the teachers. The students were those enrolled in ENG 102, English and Composition II. These students had studied composition during the previous semester and had received written feedback on their compositions from their instructors both in the first and second semesters. Age and gender were not taken into consideration since the research questions did not require such information. Moreover, as all the students were first-year students, their ages probably fall into

the same scale: 17-20. The selection of the participants was done through random stratified sampling. The students were selected randomly from the three groups of students that the course is offered to, such as the administrative sciences students (Admin. students), the engineering and science students (Engin. students), and the arts (Fine Arts students) students. This sampling is a representative sampling of the whole population since the students in each of the groups take the same first year courses despite their different departments. Although the number of students in each of the three groups at the university are not exactly the same (administrative sciences students are the most numerous group), to give each student group the same chances of responding and to eliminate the risk of the domination of the most numerous group, I decided to include equal number of students from each group.

The total number of students enrolled in ENG 102 courses is around 1200. For the sake of a broad and a representative population sampling, and to eliminate the risks of not having enough number of respondents, 50 students currently enrolled in ENG 102 courses were selected from each student group. Half of these students were those who have studied at least one semester at Bilkent University School of English Language (BUSEL), the preparatory English program at the university, and the other half consisted of students who had been exempted from the BUSEL preparatory program. These two

groups of students are supposed to have similar language proficiency levels since they have either passed the same standardized exemption exam given by BUSEL or some external exams such as TOEFL, FCE or IELTS. Student questionnaires were distributed to a total of 150 students. A hundred and twenty questionnaires were completed and returned. The response rate was 80%. Among these 45 belonged to Admin. students, 40 to Engin. students and 35 to Fine Arts students (see Table 1).

Table 1

Number of Student Participants

| Faculty Group | Student     |        |       |
|---------------|-------------|--------|-------|
|               | Entry Level |        | TOTAL |
|               | BUSEL       | Direct |       |
| ADMIN.        | 24          | 21     | 45    |
| ENGIN.        | 21          | 19     | 40    |
| FINE ARTS     | 21          | 14     | 35    |
| ALL STUDENTS  | 66          | 54     | 120   |

For the interviews I contacted the instructors in the English Unit. I asked them whether I can go into their classes and ask the students to participate in the interviews. Five teachers agreed to help me. With the list of random student names I went to each class and

asked the students who were on the list of questionnaires if they would like to cooperate with me after explaining the class my research study and what I would do in the interviews. Twenty-four students agreed to be interviewed, and we decided times for the interviews, but only 18 of them came to the interview appointments. Seven of them were Admin. students, 5 of them were Engin. students and 6 of them were Fine Arts students.

The other group of participants, the teachers, were 23 English instructors currently working in the English Unit teaching ENG 102 courses. There are 25 instructors, including the part-time instructors, but 23 teachers returned the questionnaires. The response rate was 92%. The teaching experience of these teachers range from one year to twenty years. All teachers are Turkish, except for one who is American.

All the participants agreed to participate in the study, and they signed informed consent forms (see Appendix A).

### INSTRUMENTS

Data were collected through two questionnaires and interviews. Both student and teacher questionnaires had closed and open-ended items. The questionnaire used in the Hedgcock and Lefkowitz study (Hedgcock & Lefkowitz, 1994) was modified to be used as the student questionnaire according to the specific needs of this study. Interviews were semi-structured ones.

### Student Questionnaire

The student questionnaire (see Appendix B) was used to collect data regarding the first and third research questions: learners' reactions to teachers' written feedback and whether learners' reactions to teacher feedback are different from teachers' assumptions of these reactions. In the student questionnaire there are two main parts: background information and the feedback section. In the first part, questions regarding students' educational background, such as their departments, the high schools they graduated from, and whether they have studied at BUSEL, are asked.

The second part of the questionnaire is further divided into five sections:

1. The first section has one closed item and four open-ended items about students' perceptions of their teachers' feedback and their reactions to feedback in general.

2. The second section covers questions about the first drafts of essays, which the students will revise at least one time. In this section, students are asked about what they think their instructors should do when giving first draft feedback. This section consists of two Yes/No questions, an item based on a Likert scale of importance, and eight items based on a Likert scale of agreement.

3. The third section of the questionnaire is similar to the second section in format, but this time,

the questions are about the final drafts of essays, which students will not rewrite and will receive a grade for. Similar to the previous section, students are asked to reflect their opinions on what their instructors should do when giving feedback on their final drafts.

4. The fourth section includes questions related to the students' evaluation of their instructors' feedback; that is, students' perceptions of beneficial teacher feedback. The items in this part again are based on a Likert scale of agreement.

5. In the last section of the student questionnaire students are asked to give the percentage weightings of six categories considered when teachers evaluate and comment on students' essays. In the first group of items, students express the relative importance they feel their teachers actually assign to each category in percentages. In the second group, students express the relative importance they think their instructors should assign to each category, again in percentages.

#### Teacher Questionnaire

The teacher questionnaire (see Appendix C) was used to collect data about the third research question: whether there are any differences between students' reactions to teacher feedback and teachers' assumptions of these. The teacher questionnaire consists of the same items that are covered in the student questionnaire in the same format. However, this time, teachers are asked

to report on their assumptions about their students' reactions to feedback.

### Interviews

Interviews (see Appendix D) were used both to find answers to the second research question--how students use teacher feedback--and to verify the data collected through the student questionnaire. Eighteen students were interviewed on how they actually make use of instructors' feedback when revising their first drafts. The interview items include some general questions on teachers' feedback and some specific questions on teachers' comments on students' first drafts (see Appendix F). For each comment on the students' drafts, every student is asked what the instructor means by the comment, what the instructor wants him/her to do, and what he/she actually will do when revising.

Both the questionnaires and the interview questions were piloted before they were given out to the whole population. According to the results of this piloting the items that were likely to cause confusion or problem were rephrased.

### PROCEDURES

The student questionnaire was a self-response one, that was not administered to all the participants at the same time. This was because of logistical constraints accompanying random sampling. As the students were randomly selected, not all the students in an ENG 102

class received the questionnaire. Therefore, it could not be administered in class times. Rather, I distributed the questionnaires to all the students that were randomly selected myself and asked them to complete them in their own time, and then, to return them in sealed envelopes. In this way, their responses were kept confidential, and I assured the students that their names would not be used in the reports. To eliminate the risks of non-response, the questionnaires were identified by numbers or codes according to the identity of the participants who were known only by me.

There were some cases of non-response. I sent copies of the questionnaire to the non-responders through course instructors, and some of the students returned them. Finally, 120 student questionnaires were completed and returned, a response rate of 80%.

The teacher questionnaires were also self-response questionnaires. Twenty-three teachers completed and returned them, a response rate of 92%.

The interviews with the students were held at times convenient to the students. Each student was interviewed individually and the interviews were recorded and later transcribed. The interviews were conducted in English. The interviews consisted of two main parts: general questions, which were mainly the same open-ended questions in the student questionnaire, and specific questions about the teachers' comments on their essays. To discuss these, I gave the students copies of the first

drafts of their essays (see Appendix F) which they had recently written and which their teachers had given written feedback. I never commented on the teachers' feedback, even when the students asked.

The closed items in the questionnaires were analyzed using frequencies, means, standard deviations, and percentages. For the analysis of open-ended items in the questionnaires, and the interviews descriptive categories were developed from the data. In the next chapter data analysis methods and results are discussed in detail.



## CHAPTER 4 DATA ANALYSIS AND RESULTS

### INTRODUCTION

The major purpose of this study is to find out how learners react to teachers' written feedback, and also to explore how learners actually use teachers' written feedback when revising their compositions. As another focus, learners' reactions to teachers' written feedback are compared to teachers' assumptions of learners' reactions. Two groups of participants were involved in the study: first-year ENG 102 students from three different faculty groups and teachers of writing in the English Unit. Data were collected by means of a student questionnaire, a teacher questionnaire, and interviews. A hundred and fifty questionnaires were distributed to the students, and of these 120 of them were completed and returned. The response rate for student questionnaires was 80%. Similarly, 25 questionnaires were distributed to the instructors and 23 of the instructors returned them. The response rate for teacher questionnaires was 92%. Eighteen students were interviewed.

### DESCRIPTION OF INSTRUMENTS

#### Student Questionnaire

In the student questionnaire (see Appendix B) there are two main parts: background information and the feedback section. In the first part, questions regarding students' educational background, such as their

departments, the high schools they graduated from and whether they have studied at BUSEL, are asked.

The second part of the questionnaire has five sections. The first section consists of a closed and four open-ended items soliciting students' perceptions of their instructors' feedback and their reactions to feedback in general.

The second section covers questions about the first drafts of essays, which the students will revise at least one time. In this part, students are asked about what they think their instructors should do when giving feedback to their first drafts.

The third section of the questionnaire is similar to the second section in format, but this time, the questions are about the final drafts of essays, which students will not rewrite and will receive a grade for.

The fourth section includes questions related to students' perceptions of beneficial teacher feedback.

In the last section of the student questionnaire students were asked to give the percentage weightings of six categories considered when instructors evaluate and comment on students' essays.

#### Teacher Questionnaire

The teacher questionnaire (see Appendix C) consists of the same items that are covered in the student questionnaire in the same format. However, this time,

instructors are asked to report on their assumptions about their students' reactions to feedback.

### Interviews

The interview questions (see Appendix D) include some general questions on teachers' feedback and some specific questions on teachers' comments on interviewees' first drafts which I gave them during the interviews (see Appendix F). For each comment on the papers, every student was asked what the instructor meant by the comment, what the instructor wanted the student to do, and what he/she actually would do when revising.

### DATA ANALYSIS

Data gathered through the closed items of the two questionnaires were analyzed using frequencies, means, standard deviations, and percentages. For the analysis of open-ended questionnaire items, descriptive categories were developed from the data itself. To do this, first I transferred the responses in the questionnaire sheets on to the computer. Then, I read through the lists of responses for each question (see Appendix G), and tried to note down the recurring themes. After this, I cut the responses and grouped them under broad categories. After a few days, I read through them once more and made some changes: I combined some of the categories and separated some others. The analyses done on the data from the student questionnaire were compared with those gathered from the teacher questionnaire.

All the interviews were transcribed (see Appendix E) and the transcriptions were checked by a colleague for reliability purposes. Data obtained from the interviews were mainly analyzed descriptively. Similar to the analyses of the open-ended questionnaire items, descriptive categories were developed from the data. However, for certain items, frequencies were used in analysis as well. Where possible, the findings of the interviews were compared with the findings of the student questionnaire and those of the teacher questionnaire.

## RESULTS

In this section of the chapter, the results achieved through the analysis of data from all the instruments are reported. The organization of the discussion is in this order: (a) the results concerning all the instruments--the student questionnaire, the general questions in the interviews, and the teacher questionnaire--discussed separately; (b) the results from the student questionnaire and the general questions in the interviews (regarding the same questions in both instruments for verification purposes) compared; (c) the results of students' responses in the questionnaires and interviews compared with teacher questionnaires; and (d) the specific questions in the interviews.

### Questionnaires and General Interview Questions

In this part, the results of the data analysis of questionnaires and general interview questions are

explained. The same questions which were asked to the students in the interviews and in the questionnaires are discussed together and are compared. In addition, similar questions asked to the teachers are placed next to students' responses and are compared.

### Preferred Teacher Feedback Styles

#### Students' Perceptions

The first closed item in the student questionnaire is about preferred teacher feedback styles. The results are shown in Table 2.

Table 2

#### Student Question 5: Students' Preferred Teacher Feedback Styles

| Faculty Group           | Teacher Feedback Styles |              |                          |
|-------------------------|-------------------------|--------------|--------------------------|
|                         | Written<br>f(%)         | Oral<br>f(%) | Written and Oral<br>f(%) |
| ADMIN.<br>(n=45)        | 8(18)                   | 2(4)         | 35(78)                   |
| ENGIN.<br>(n=40)        | 4(10)                   | 4(10)        | 32(80)                   |
| FINE ARTS<br>(n=35)     | 8(23)                   | 4(11)        | 23(66)                   |
| ALL STUDENTS<br>(n=120) | 20(17)                  | 10(8)        | 90(75)                   |

The most preferred style for all student groups was both written and oral feedback (75%). The least preferred style was only oral feedback (8%).

It is clear that students would like to have both written and oral feedback; neither of them alone suffices for the students. They need the written comments, but probably, they would like written comments supported by writing conferences. These can be times that teachers can clarify their written comments.

#### Teachers' Assumptions

The first closed item in the teacher questionnaire is about instructors' assumptions of their students' preferred teacher feedback styles (see Table 3).

Table 3

#### Teacher Question 1: Teachers' Assumptions of Students' Preferred Teacher Feedback Styles

|                    | Teacher Feedback Styles |              |                          |
|--------------------|-------------------------|--------------|--------------------------|
|                    | Written<br>f(%)         | Oral<br>f(%) | Written and Oral<br>f(%) |
| Teachers<br>(n=23) | 0(0)                    | 1(4)         | 22(96)                   |

The instructors felt that their students mostly preferred both oral and written feedback (96%), and that their students do not want to receive only written feedback at all (0%). The instructors think that their

students would like to receive both oral and written feedback, and that only written feedback is not preferred at all.

When the students' preferences and teachers' assumptions of these are compared, it is seen that both groups agree that both oral and written feedback is the style that helps the students most, although teachers' assumptions of this preference is higher than the students' reports. However, an interesting finding is that while teachers assume that their students do not prefer only written feedback at all (0%), the students have reported a higher preference for this style (17%).

#### Most Helpful Teacher Comments

##### Students' Perceptions

In the open-ended items in the questionnaires, students reported that the most helpful comments were those on organization (f=15). Then, students preferred clear and detailed comments (f=12) and comments on grammar (f=11). All of the three student groups find comments on organization the most helpful type of feedback.

The students who were interviewed were asked the same question, and they stated that the types of feedback they find most helpful are comments on content, organization, grammar, oral feedback, written feedback, detailed feedback, specific feedback (all f=3). During interviews, students reported more categories of helpful

comments, but they are still consistent with the results of the student questionnaire.

#### Teachers' Assumptions

Among the responses teachers gave about their assumptions of students' preferences for most helpful comments, the most frequent category is text-specific comments--showing explicitly the mistakes or places that need improvement (f=8). The other most helpful styles are detailed comments (f=6) and comments on organization (f=4).

When students' and teachers' responses about most helpful comments are compared, interestingly a difference can be observed. While students reported the most helpful comment in both the questionnaire and the interviews to be comments on organization, teachers regard this category as the third most important. Instead, they think their students find text-specific comments which show explicitly the mistakes or places that need improvement as the most helpful comment.

#### Least Helpful Teacher Comments

#### Students' Preferences

In this open-ended item, all the students from the three groups who have responded to the questionnaire find unclear, broad and unexplanatory comments (f=26) as the least helpful. Other comments which are labeled as least helpful are comments on content (f=15) and on mechanics

(f=14). The most interesting finding that can be observed in these responses is the fact that 17 students (14%) did not give any answer to this question. The reason for this may be either they do not find any comment least helpful or they were afraid to tell it.

The students who were interviewed found broad comments (f=4) to be the least helpful type of teacher feedback. These findings are similar to those of the student questionnaire: all of the students do not find unclear, too broad, and unexplanatory comments helpful.

#### Teachers' Assumptions

The instructors also feel that their students find too general, unclear, and unexplanatory comments as the least helpful (f=14).

When students' and teachers' views about the least helpful comments are compared, they are mainly the same. Both groups agree that too broad, unclear, and unexplanatory comments are the least helpful comments for students. What is interesting is the fact that even though the teachers are aware of students' complaints on this issue, they appear to give feedback through such an unclear and broad style.

#### How Instructors Should Give Feedback

##### Students' Perceptions

The responses in the open-ended items in the student questionnaire as to how students want their instructors to give feedback are similar to those about students'

preferences for most helpful teacher feedback (see p. 32). The most frequent category is detailed comments (f=52). The other most frequent types of preferred feedback are written comments (f=26), showing ways to improve the writing or correct the mistakes (f=22), and specific comments (f=21). All the student groups agreed that they preferred their instructors to give detailed comments. As a natural reflection of the previous question, students would like to receive detailed comments most of the time.

The students who were interviewed mainly want their instructors to give text-specific feedback (f=9). The other most frequent categories are oral feedback and detailed feedback (f=7). The results from the student questionnaire and the interviews are very similar. The students consistently refer to detailed and text-specific comments. However, in the interviews the suggestion of having writing conferences came up, too. This view is also consistent with the students preferences for both oral and written feedback.

#### Teachers' Assumptions

Similar to their assumptions of students' preferences for most helpful comments (see p. 33), the instructors think that their students want them to give feedback mostly in a detailed manner (f=9). The other most frequent categories are oral feedback (f=7) and explicit corrections of the mistakes (f=6).

Students and instructors' responses about the ways to give feedback match very well. The most frequent responses in the related questions are detailed, text-specific and oral feedback. It can be assumed that both the students and the teachers are satisfied with their feedback-giving and receiving styles. No problems should be expected.

#### Areas Instructors Should Focus on in Feedback

##### Students' Perceptions

Although students reported in the previous question that teacher comments on content as one of the least helpful types of teacher feedback, all the students from the three faculty groups want their instructors to focus mostly on content ( $f=60$ ) and on organization ( $f=55$ ) when giving feedback.

The students who were interviewed feel that their instructors should focus mostly on organization ( $f=13$ ) when giving feedback. The other categories that are frequently mentioned are grammar and vocabulary ( $f=6$ ). Although organization appears as a frequent response in the questionnaire and interviews, the areas of grammar and vocabulary, among the most frequent categories mentioned in the interviews, are chosen less frequently in the questionnaires. This may be due to the small number of students in the interviews (not a broad sampling).

### Teachers' Assumptions

Among the areas that the instructors feel their students want them to focus on when giving feedback, content is the most frequent (f=19). Grammar (f=15) and style (f=10) are the other most frequent areas.

Student questionnaire and teacher questionnaire responses match for this question since both of them suggest that content should be given the most importance. Student questionnaire respondents, however, do not refer to grammar and style as that important, although the interviewees do, and the interviewees do not suggest content as an area to be focused on with as much frequency as student and teacher questionnaire respondents.

### Teacher Feedback on First Drafts

#### Students' Revisions of First Drafts

The results of students' revisions of first drafts can be seen in Table 4. Ninety-three percent of the students reported that they revised their first drafts. The student group which reported that they revised their first drafts the most is Engineering and Science (Engin.) students (100%). The least revisions are reported to be made by Administrative Sciences and Management (Admin.) students (89%).

Table 4

Student Question 10: Students' Revisions of First Drafts

| Faculty Group           | Question 10 <sup>a</sup> |            |
|-------------------------|--------------------------|------------|
|                         | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n=45)        | 40 (89)                  | 5 (11)     |
| ENGIN.<br>(n=40)        | 38 (95)                  | 2 (5)      |
| FINE ARTS<br>(n=35)     | 33 (94)                  | 2 (6)      |
| ALL STUDENTS<br>(n=120) | 111 (93)                 | 9 (7)      |

Note. <sup>a</sup>Do you revise your first drafts?

Most of the students reported that they revised their first drafts. This is only natural since a course requirement is to revise the first drafts of essays. Therefore, I did not ask this question to the teachers. The students who do not do so fail to complete this requirement. It is interesting to find that some students actually do not revise their first drafts.

Students' Reviewing of Teacher Feedback

Students' perceptions. The frequencies for students' reviewing their instructors' comments on first drafts of compositions are shown in Table 5. Ninety-eight percent of all students reported that they read their instructors' comments. Engin. students are those

who read their instructors' comments the most (100%). Fine Arts students are the ones who read them the least (97%). However, the figures are very close to one another and by no means such a comparison can be accurate. It is obvious that all students do attend to their instructors' comments, and this should be positive feedback for the instructors.

Table 5

Student Question 10: Students' Reviewing of Teachers' Comments on First Drafts

| Faculty Group           | Question 10 <sup>a</sup> |            |
|-------------------------|--------------------------|------------|
|                         | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n=40)        | 39(98)                   | 1(2)       |
| ENGIN.<br>(n=38)        | 38(100)                  | 0(0)       |
| FINE ARTS<br>(n=33)     | 32(97)                   | 1(3)       |
| ALL STUDENTS<br>(n=111) | 109(98)                  | 2(2)       |

Note. Only the students who have reported that they revise their first drafts in the previous question answered this question.

<sup>a</sup>Do you read your instructor's comments?

Teachers' assumptions. The results of teachers' assumptions concerning their students' reviewing of

teacher written feedback on first drafts are shown in Table 6.

Table 6

Teacher Question 6: Teachers' Assumptions of Students' Reviewing of Teachers' Comments on First Drafts

| Faculty Group                     | Question 10 <sup>a</sup> |            |
|-----------------------------------|--------------------------|------------|
|                                   | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n <sup>b</sup> =22)    | 22(100)                  | 0(0)       |
| ENGIN.<br>(n <sup>b</sup> =12)    | 12(100)                  | 0(0)       |
| FINE ARTS<br>(n <sup>b</sup> =18) | 15(83)                   | 3(17)      |
| TOTAL<br>(n <sup>c</sup> =52)     | 49(94)                   | 3(6)       |

Note. <sup>a</sup>When your students receive your written feedback on their first drafts, do they read your comments? <sup>b</sup>The number of teachers refers to the teachers that teach that particular faculty group. <sup>c</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups.

Instructors think that 94% of their students read their written feedback on the first drafts, and that all of their Admin. and Engin. students read their comments while 83% of Fine Arts students read them.

Their assumptions for Engin. students and--to a certain extent--Admin. students are confirmed by students' responses. However, it is clear that

instructors underestimated Fine Arts students' reviewing behaviors since they reported 14% more frequency for their reviewing behaviors. Despite this difference, on the whole, teacher and student reports match one another.

### Importance of Teacher Feedback

Students' perceptions. The results concerning how much importance students give to their instructor's comments on first drafts of compositions can be seen in Table 7.

Table 7

### Student Question 10: Students' Perceptions of the Importance of Teacher Feedback

| Faculty Group           | Question 10 <sup>a</sup><br>M(SD) |
|-------------------------|-----------------------------------|
| ADMIN.<br>(n=39)        | 3.6(1.0)                          |
| ENGIN.<br>(n=38)        | 3.5(1.1)                          |
| FINE ARTS<br>(n=32)     | 3.8(1.1)                          |
| ALL STUDENTS<br>(n=109) | 3.6(1.0)                          |

**Note.** Respondents referred to a 5-point Likert scale, where 5 = extremely important and 1 = Not important. Only the students who have reported that they read their instructors' comments in the previous question answered this question.

<sup>a</sup>How important are your instructor's comments for you?

On the whole students perceived their instructors comments as important (M=3.6, SD=1.0). Fine Arts

students gave the most importance to teacher feedback ( $M=3.8$ ,  $SD=1.0$ ) and Engin. students the least ( $M=3.5$ ,  $SD=1.1$ ). Yet, all student groups think that their instructors' comments on the first drafts are important for them.

Teachers' assumptions. As shown in Table 8, teachers' beliefs about their students' perceptions of teacher feedback vary greatly in the different faculty groups.

Table 8

Teacher Question 6: Teachers' Assumptions of Students' Perceptions of the Importance of Teacher Feedback

| Faculty Group             | Question 6 <sup>a</sup><br>M(SD) |
|---------------------------|----------------------------------|
| ADMIN.<br>( $n^b=22$ )    | 3.4(0.9)                         |
| ENGIN.<br>( $n^b=12$ )    | 4.3(0.7)                         |
| FINE ARTS<br>( $n^b=18$ ) | 2.4(1.1)                         |
| TOTAL<br>( $n^c=52$ )     | 3.3(1.1)                         |

**Note.** Respondents referred to a 5-point Likert scale, where 5 = Extremely important and 1 = Not important. Only the teachers who have reported that their students read instructors' comments in the previous question answered this question.

<sup>a</sup>When your students receive your written feedback on their first drafts, do they read your comments? <sup>b</sup>The number of teachers refer to the teachers that teach that particular faculty group. <sup>c</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups.

The instructors think that their students believe teachers' feedback is moderately important ( $M=3.3$ ,  $SD=1.1$ ). They think the student group which places the most importance on teachers' written feedback is the Engin. students ( $M=4.3$ ,  $SD=0.7$ ), and the group which gives the least importance is the Fine Arts students ( $M=2.4$ ,  $SD=0.7$ ).

These results totally contradict students' responses, since among the faculty groups Fine Arts students are the ones who perceive teacher feedback as the most important, and Engin. students are the ones who think as least important. The difference between teachers' assumptions and students' perceptions in the Fine Arts and the Engin. groups is worth noting. Teachers have reported much less importance for Fine Arts group than the students actually feel. Just the opposite is true for Engin. students.

#### Reactions to Teacher Feedback

Students' perceptions. As shown in Table 9, students' reactions to teacher feedback on the first drafts of compositions are similar to students' preferences for areas instructors should focus on when giving feedback (see p. 36). The students wanted their instructors mostly to focus on organization ( $M=5.0$ ,  $SD=1.1$ ) and leastly on the mechanics ( $M=3.7$ ,  $SD=1.7$ ). All the student groups agreed that organization should be given the most attention and mechanics the least except

for Engin. students. The Engin. students believe that their instructors commenting by using a specified set of criteria is the least important.

Table 9

Student Questions 11-18: Students' Reactions to Teacher Feedback on First Drafts

| Questions 11-18                                   | Faculty Group                            |                            |                                                |                                                    |
|---------------------------------------------------|------------------------------------------|----------------------------|------------------------------------------------|----------------------------------------------------|
|                                                   | ADMIN.<br>(n <sup>a</sup> =45)<br>M (SD) | ENGIN.<br>(n=40)<br>M (SD) | FINE<br>ARTS<br>(n <sup>b</sup> =35)<br>M (SD) | ALL<br>STUDENTS<br>(n <sup>c</sup> =120)<br>M (SD) |
| On a first draft, I want my instructor to:        |                                          |                            |                                                |                                                    |
| comment on my ideas and argumentation             | 4.4(1.7)                                 | 4.1(1.7)                   | 3.9(1.8)                                       | 4.1(1.7)                                           |
| comment on the way I have organized the ideas     | 4.9(1.1)                                 | 4.8(1.2)                   | 5.2(0.8)                                       | 5.0(1.1)                                           |
| comment on my writing style                       | 4.1(1.3)                                 | 4.3(1.5)                   | 4.1(1.7)                                       | 4.2(1.5)                                           |
| comment on my use of vocabulary                   | 4.3(1.4)                                 | 4.6(1.3)                   | 4.6(1.3)                                       | 4.5(1.3)                                           |
| correct my grammatical errors                     | 4.2(1.7)                                 | 4.5(1.3)                   | 4.7(1.4)                                       | 4.5(1.5)                                           |
| correct punctuation, capitalization, spelling,    | 3.7(1.8)                                 | 3.9(1.6)                   | 3.6(1.8)                                       | 3.7(1.8)                                           |
| use a set of correction, or proof-reading symbols | 3.9(1.1)                                 | 3.7(1.1)                   | 3.7(1.7)                                       | 3.8(1.3)                                           |
| comment by using a specified set of criteria      | 4.2(1.4)                                 | 3.5(1.2)                   | 3.9(1.5)                                       | 3.9(1.4)                                           |

Note. Respondents referred to a 6-point Likert scale, where 6 = strongly agree and 1 = strongly disagree.

<sup>a</sup>All the students answered this group of questions except for 1 student in question 13 and 1 student in question 14. <sup>b</sup>All the students answered this group of questions except for 2 students in question 18. <sup>c</sup>All the students answered this group of questions except for 1 student in question 13, 1 student in question 14, and 2 students in question 18.

Teachers' assumptions. The findings are shown in Table 10.

Table 10

Teacher Questions 7-14: Teachers' Assumptions of Students' Reactions to Teacher Feedback on First Drafts

| Questions 7-14                                     | Faculty Group                  |                                |                                |                                |
|----------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
|                                                    | ADMIN.                         | ENGIN.                         | FINE<br>ARTS                   | TOTAL                          |
| On a first draft, my students want me to:          | (n <sup>a</sup> =21)<br>M (SD) | (n <sup>b</sup> =11)<br>M (SD) | (n <sup>c</sup> =17)<br>M (SD) | (n <sup>d</sup> =49)<br>M (SD) |
| comment on their ideas and argumentation           | 4.7(1.1)                       | 4.8(1.6)                       | 4.7(1.1)                       | 4.7(1.2)                       |
| comment on the way they have organized their ideas | 4.7(1.2)                       | 5.0(1.0)                       | 4.5(1.5)                       | 4.7(1.3)                       |
| comment on their writing style                     | 3.9(1.4)                       | 3.6(1.4)                       | 4.1(1.4)                       | 3.9(1.4)                       |
| comment on their use of vocabulary                 | 4.5(1.2)                       | 4.6(1.4)                       | 4.6(1.0)                       | 4.6(1.1)                       |
| correct their grammatical errors                   | 4.5(1.5)                       | 4.1(1.6)                       | 4.9(1.4)                       | 4.6(1.5)                       |
| correct punctuation, capitalization, spelling,     | 3.7(1.9)                       | 3.0(1.5)                       | 4.1(1.7)                       | 3.7(1.7)                       |
| use a set of correction, or proof-reading symbols  | 3.2(1.6)                       | 2.9(1.7)                       | 3.1(1.5)                       | 3.1(1.6)                       |
| comment by using a specified set of criteria       | 4.3(1.7)                       | 4.3(1.8)                       | 4.1(1.7)                       | 4.2(1.7)                       |

Note. Respondents referred to a 6-point Likert scale, where 6 = strongly agree and 1 = strongly disagree.

<sup>a</sup>All the teachers answered this group of questions except for 1 teacher in question 7, 1 teacher in question 9, and 1 teacher in question 14. <sup>b</sup>All the teachers answered this group of questions except for 1 teacher in question 7 and 1 teacher in question in question 9. <sup>c</sup>All the teachers answered this group of questions except for 1 teacher in question 14. <sup>d</sup>There were some missing responses in this group of questions: 2 in question 7, 2 in question 9, and 2 in question 14.

Regarding the first drafts, as shown in Table 10, the instructors feel that their students want them to comment mostly on content ( $M=4.7$ ,  $SD=1.2$ ) and on organization ( $M=4.7$ ,  $SD=1.3$ ) and leastly to use correction or proofreading symbols while commenting ( $M=3.1$ ,  $SD=1.6$ ). Their assumptions for the three student groups are different. Although they think all the students want their instructors to use correction or proofreading symbols the least, they think Admin. students want them to comment mostly on content ( $M=4.7$ ,  $SD=1.1$ ), Engin. students on organization ( $M=5.0$ ,  $SD=1.0$ ) and Fine Arts students on grammar ( $M=4.9$ ,  $SD=1.4$ ).

The difference between teachers' assumptions for the three faculty groups is worth considering since this suggests that perhaps teachers use different feedback styles for different student groups.

The student and teacher responses are similar to a certain extent--they agree that teachers should mostly comment on the way students have organized their ideas. But, teachers also think that their students want them to comment on their ideas and argumentation. Students want more comments on organization and writing style, and they want more use of correction symbols than their teachers assume them to want. Moreover, students want to receive fewer comments on content, vocabulary, and grammar, and they want less use of a specific set of criteria.

### Teacher Feedback on Final Drafts

#### Students' Viewing of Final Drafts

Students' perceptions. In the English Unit, the grades are posted in the bulletin-boards as soon as teachers finish grading them. Students go to their instructors' offices and see their final drafts during office hours. As shown in Table 11, forty-four percent of all students reported that they go to their teachers' offices and see their final drafts after they have been graded.

Table 11

#### Student Question 19: Students' Viewing of Final Drafts

| Faculty Group           | Question 19 <sup>a</sup> |            |
|-------------------------|--------------------------|------------|
|                         | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n=45)        | 20(44)                   | 25(56)     |
| ENGIN.<br>(n=40)        | 15(38)                   | 25(62)     |
| FINE ARTS<br>(n=35)     | 18(51)                   | 17(49)     |
| ALL STUDENTS<br>(n=120) | 53(44)                   | 67(56)     |

Note. <sup>a</sup>Do you see your final drafts after they have been graded?

Fine Arts students are the ones who see them the most (51%) and Engin. students see their papers the least

(38%). Less than half of the students actually see their final drafts after they are graded. Whether this is due to their interest in the development of their writing or to the grades they have received is an important concept to consider. The following questions in the questionnaire will illuminate this point.

Teachers' assumptions. As shown in Table 12, teachers reported their assumptions of students' viewing of final drafts.

Table 12

Teacher Question 15: Teachers' Assumptions of Students' Viewing of Final Drafts

| Faculty Group                     | Question 15 <sup>a</sup> |            |
|-----------------------------------|--------------------------|------------|
|                                   | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n <sup>b</sup> =21)    | 20 (95)                  | 1 (5)      |
| ENGIN.<br>(n <sup>b</sup> =12)    | 11 (92)                  | 1 (8)      |
| FINE ARTS<br>(n <sup>b</sup> =17) | 13 (76)                  | 4 (24)     |
| TOTAL<br>(n <sup>c</sup> =50)     | 44 (88)                  | 6 (12)     |

Note. <sup>a</sup>Do your students see their final drafts after you grade them? <sup>b</sup>The number of teachers refer to the teachers that teach that particular faculty group. <sup>c</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups.

Teachers think that 88% of their students see their final drafts after they have been graded. According to teachers' assumptions, Admin. students are the ones who see their papers the most (95%) and Fine Arts students see their papers the least (76%).

These results are not confirmed by the students. Although teachers reported that 92% of their Engin. students see their final drafts, Engin. students reported 38%--less than half of this amount. The same is true for Admin. students. On the other hand, Fine Arts students whom teachers reported as seeing their final drafts the least, in fact, is the group who sees them the most, according to the results of the student questionnaire.

There is quite a mismatch between the students and the teachers as far as the viewing of students' final drafts are concerned.

#### Students' Reviewing of Teacher Feedback

Students' perceptions. All the students who see their papers reported that they read their teachers' written feedback on their final drafts (see Table 13). This appears to be quite a high percentage. It can be concluded that all the students who see their papers are really concerned with what they have or have not done, and how they can improve their writing.

Table 13

Student Question 19: Students' Reviewing of Teacher Comments on Final Drafts

| Faculty Group          | Question 19 <sup>a</sup> |            |
|------------------------|--------------------------|------------|
|                        | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n=20)       | 20(100)                  | 0(0)       |
| ENGIN.<br>(n=15)       | 15(100)                  | 0(0)       |
| FINE ARTS<br>(n=18)    | 18(100)                  | 0(0)       |
| ALL STUDENTS<br>(n=53) | 53(100)                  | 0(0)       |

Note. <sup>a</sup>Do you read your instructor's comments?

Teachers' assumptions. As shown in Table 14, instructors feel that 86% of their students who see their papers read teachers' written feedback on final drafts. They believe that all of their Engin. students, 90% of Admin. students, and 69% of Fine Arts students read the written feedback on final drafts.

The contradiction between the students' and the teachers' responses on this question is about Fine Arts students. All Fine Arts students reported that they read their instructors' feedback; yet, according to teachers, only 69% read their teachers' comments. Once more, there is a mismatch between the two groups.

Table 14

Teacher Question 15: Teachers' Assumptions of Students' Reviewing of Teacher Comments on Final Drafts

| Faculty Group                     | Question 15 <sup>a</sup> |            |
|-----------------------------------|--------------------------|------------|
|                                   | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n <sup>b</sup> =20)    | 18(90)                   | 2(10)      |
| ENGIN.<br>(n <sup>b</sup> =11)    | 11(100)                  | 0(0)       |
| FINE ARTS<br>(n <sup>b</sup> =13) | 9(69)                    | 4(31)      |
| TOTAL<br>(n <sup>c</sup> =44)     | 38(86)                   | 6(14)      |

Note. <sup>a</sup>Do you think your students read your comments? <sup>b</sup>The number of teachers refer to the teachers that teach that particular faculty group. <sup>c</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups.

Students' Attitudes towards Revising their Final Drafts

Students' perceptions. Fifty-six percent of all students feel like revising their final drafts (see Table 15). Among all students Fine Arts students are the ones who feel like revising their final drafts the most (71%) and Engin. students the least (33%).

Table 15

Student Question 19: Students' Attitudes towards Revising their Final Drafts

| Faculty Group          | Question 19 <sup>a</sup> |            |
|------------------------|--------------------------|------------|
|                        | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n=20)       | 12(60)                   | 8(40)      |
| ENGIN.<br>(n=15)       | 5(33)                    | 10(67)     |
| FINE ARTS<br>(n=17)    | 12(71)                   | 5(29)      |
| ALL STUDENTS<br>(n=52) | 29(56)                   | 23(44)     |

Note. <sup>a</sup>Do you feel like revising your "final drafts"?

It is interesting to note that more than half of all students feel like revising their final drafts. This may mean that they believe their writing is a process, and it is never finished. However, it may well also mean that students would like to improve their grades by revising.

Teachers' assumptions. According to the instructors, 71% of all students who read teachers' written feedback feel like revising their final drafts (see Table 16). Among all students, instructors think that Engin. students are the ones who feel like revising their final drafts the most (82%), and 67% of the Admin. and Fine Arts students feel in the same way.

Table 16

**Teacher Question 15: Teachers' Assumptions of Students' Attitudes towards Revising their Final Drafts**

| Faculty Group                    | Question 15 <sup>a</sup> |            |
|----------------------------------|--------------------------|------------|
|                                  | Yes<br>f(%)              | No<br>f(%) |
| ADMIN.<br>(n <sup>b</sup> =18)   | 12(67)                   | 6(33)      |
| ENGIN.<br>(n <sup>b</sup> =11)   | 9(82)                    | 2(18)      |
| FINE ARTS<br>(n <sup>b</sup> =9) | 6(67)                    | 3(33)      |
| TOTAL<br>(n <sup>c</sup> =38)    | 27(71)                   | 11(29)     |

Note. <sup>a</sup>Do you think your students feel like revising their final drafts? <sup>b</sup>The number of teachers refer to the teachers that teach that particular faculty group. <sup>c</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups.

Instructors believe that their students feel like revising their graded drafts more than the students actually do. Although instructors believe that Engin. students are the ones who feel like revising the most, this is not confirmed by the students. The reports of other faculty groups are more or less equal in student and teacher responses.

### Students' Reactions to Teacher Feedback

Students' perceptions. The findings are shown in Table 17.

Table 17

#### Student Questions 20-27: Students' Reactions to Teacher Feedback on Final Drafts

| Questions 20-27                                   | Faculty Group              |                                          |                                                |                                                    |
|---------------------------------------------------|----------------------------|------------------------------------------|------------------------------------------------|----------------------------------------------------|
|                                                   | ADMIN.<br>(n=44)<br>M (SD) | ENGIN.<br>(n <sup>a</sup> =39)<br>M (SD) | FINE<br>ARTS<br>(n <sup>b</sup> =35)<br>M (SD) | ALL<br>STUDENTS<br>(n <sup>c</sup> =118)<br>M (SD) |
| On a final draft, I want my instructor to:        |                            |                                          |                                                |                                                    |
| comment on my ideas and argumentation             | 3.9(1.8)                   | 3.7(1.8)                                 | 4.0(1.9)                                       | 3.9(1.8)                                           |
| evaluate the way I have organized the ideas       | 4.4(1.4)                   | 4.7(1.0)                                 | 4.8(1.4)                                       | 4.6(1.3)                                           |
| evaluate my writing style                         | 3.9(1.4)                   | 4.3(1.6)                                 | 4.2(1.8)                                       | 4.1(1.6)                                           |
| evaluate my use of vocabulary                     | 4.1(1.3)                   | 4.5(1.1)                                 | 4.7(1.4)                                       | 4.4(1.3)                                           |
| correct my grammatical errors                     | 4.0(1.7)                   | 4.2(1.3)                                 | 4.3(1.7)                                       | 4.2(1.5)                                           |
| correct punctuation, capitalization, spelling,    | 3.8(1.7)                   | 3.7(1.3)                                 | 3.8(1.7)                                       | 3.8(1.6)                                           |
| use a set of correction, or proof-reading symbols | 3.9(1.1)                   | 3.7(1.2)                                 | 3.8(1.6)                                       | 3.8(1.3)                                           |
| comment by using a specified set of criteria      | 4.6(1.1)                   | 3.5(1.3)                                 | 4.2(1.6)                                       | 4.1(1.4)                                           |

**Note.** Respondents referred to a 6-point Likert scale, where 6 = strongly agree and 1 = strongly disagree.

<sup>a</sup>All the students answered this group of questions except for 1 student in question 20 and 1 student in question 27. <sup>b</sup>All the students answered this group of questions except for 2 students in question 27, 1 student in question 23, and 1 student in question 26.

<sup>c</sup>All the students answered this group of questions except for 1 student in question 20, 1 student in question 23, 1 student in question 26, and 2 students in question 27.

As can be seen in Table 17, on final drafts students reported similar reactions with the ones they had in the section on responses to first drafts (see p. 43).

The students wanted their instructors to focus mostly on organization ( $M=4.6$ ,  $SD=1.3$ ), and leastly on mechanics ( $M=3.8$ ,  $SD=1.6$ ) and use of correction or proofreading symbols ( $M=3.8$ ,  $SD=1.3$ ). Admin. students wanted their instructors mostly to use a specified set of criteria while commenting ( $M=4.6$ ,  $SD=1.1$ ), and leastly to focus on mechanics ( $M=3.8$ ,  $SD=1.7$ ). Engin. students preferred their instructors mostly to focus on organization ( $M=4.7$ ,  $SD=1.0$ ) and leastly to use a specified set of criteria while commenting ( $M=3.5$ ,  $SD=1.3$ ). Fine Arts students wanted their instructors to focus mostly on organization ( $M=4.8$ ,  $SD=1.4$ ) and leastly to use correction or proofreading symbols ( $M=3.8$ ,  $SD=1.6$ ) and correct mechanical errors ( $M=3.8$ ,  $SD=1.7$ ).

The most interesting finding of this group of questions is the fact that "use of a specified set of criteria while commenting" is the category which is mostly preferred by Admin. students and the one which is leastly preferred by the Engin. students. The reason may be that Engin. students do not like to be limited by certain criteria.

Teachers' assumptions. The results concerning teachers' assumptions of students' reactions to teacher feedback on final drafts can be seen in Table 18.

Table 18

**Teacher Questions 16-23: Teachers' Assumptions of Students' Reactions to Teacher Feedback on Final Drafts**

| Questions 16-23                                   | Faculty Group                            |                                          |                                  |                                         |
|---------------------------------------------------|------------------------------------------|------------------------------------------|----------------------------------|-----------------------------------------|
|                                                   | ADMIN.<br>(n <sup>a</sup> =21)<br>M (SD) | ENGIN.<br>(n <sup>b</sup> =11)<br>M (SD) | FINE<br>ARTS<br>(n=17)<br>M (SD) | TOTAL<br>(n <sup>c</sup> =49)<br>M (SD) |
| On a final draft, my students want me to:         |                                          |                                          |                                  |                                         |
| comment on their ideas and argumentation          | 4.3(1.3)                                 | 4.6(1.4)                                 | 4.1(1.4)                         | 4.3(1.3)                                |
| evaluate the way they have organized the ideas    | 4.8(1.2)                                 | 4.5(1.4)                                 | 4.7(1.3)                         | 4.7(1.3)                                |
| evaluate their writing style                      | 4.3(1.2)                                 | 3.9(1.2)                                 | 4.2(1.7)                         | 4.2(1.2)                                |
| evaluate their use of vocabulary                  | 4.1(1.2)                                 | 4.3(1.4)                                 | 4.3(1.2)                         | 4.3(1.2)                                |
| correct their grammatical errors                  | 4.1(1.6)                                 | 3.8(1.7)                                 | 4.1(1.5)                         | 4.1(1.5)                                |
| correct punctuation, capitalization, spelling,    | 3.7(1.8)                                 | 3.0(1.5)                                 | 3.5(1.7)                         | 3.5(1.7)                                |
| use a set of correction, or proof-reading symbols | 3.1(1.7)                                 | 3.2(1.8)                                 | 2.8(1.5)                         | 3.0(1.6)                                |
| comment by using a specified set of criteria      | 4.4(1.8)                                 | 4.5(1.8)                                 | 4.3(1.7)                         | 4.3(1.7)                                |

Note. Respondents referred to a 6-point Likert scale, where 6 = strongly agree and 1 = strongly disagree.

<sup>a</sup>All the teachers answered this group of questions except for 1 teacher in question 17. <sup>b</sup>All the teachers answered this group of questions except for 1 teacher in question 17. <sup>c</sup>There were some missing responses in this group of questions: 2 in question 17.

As shown in Table 18, different from their assumptions of their students' reactions to feedback on first drafts, instructors believe that their students want them mostly to comment on organization when they

give feedback on final drafts ( $M=4.7$ ,  $SD=1.3$ ). Yet, their responses on the least agreed category--use of correction or proofreading symbols ( $M=3.0$ ,  $SD=1.6$ )--is similar to the section on responses to first drafts (see p. 45).

Instructors think that Admin. ( $M=4.8$ ,  $SD=1.2$ ) and Fine Arts students ( $M=4.7$ ,  $SD=1.3$ ) want them mostly to comment on organization while Engin. students want them mostly to comment on content ( $M=4.6$ ,  $SD=1.4$ ). Besides, they feel that Admin. ( $M=3.1$ ,  $SD=1.7$ ) and Fine Arts ( $M=2.8$ ,  $SD=1.5$ ) students are the ones who want them leastly to use correction or proofreading symbols while Engin. students want them to comment on mechanical mistakes the least ( $M=3.0$ ,  $SD=1.5$ ).

Students' and teachers' responses on the category which instructors mostly should focus on match with one another: organization. The same is true for the least preferred categories: mechanics and use of correction symbols. However, students would like their teachers to comment less on content than their teachers assume.

### Beneficial Teacher Feedback

#### Students' Perceptions

As shown in Table 19 regarding beneficial teacher feedback, students reported similar reactions to their responses in the sections on responses to first and final drafts (see p. 43 & p. 54).

Table 19

**Student Questions 28-35: Students' Perceptions of Beneficial Teacher Feedback**

| Questions 28-35                                  | Faculty Group                            |                                          |                                  |                                                    |
|--------------------------------------------------|------------------------------------------|------------------------------------------|----------------------------------|----------------------------------------------------|
|                                                  | ADMIN.<br>(n <sup>a</sup> =45)<br>M (SD) | ENGIN.<br>(n <sup>b</sup> =40)<br>M (SD) | FINE<br>ARTS<br>(n=34)<br>M (SD) | ALL<br>STUDENTS<br>(n <sup>c</sup> =119)<br>M (SD) |
| Generally, I learn the most when my instructor:  |                                          |                                          |                                  |                                                    |
| comments mainly on the content of my writing     | 4.0(1.6)                                 | 4.1(1.5)                                 | 4.6(1.4)                         | 4.2(1.2)                                           |
| comments mainly on the organization of my essays | 4.5(1.2)                                 | 4.8(1.0)                                 | 5.2(1.0)                         | 4.8(1.1)                                           |
| comments mainly on my writing style              | 3.9(1.4)                                 | 4.4(1.2)                                 | 3.8(1.6)                         | 4.0(1.4)                                           |
| checks my vocabulary                             | 3.8(1.4)                                 | 4.5(1.0)                                 | 4.2(1.5)                         | 4.1(1.3)                                           |
| corrects my grammatical errors                   | 3.8(1.6)                                 | 4.3(1.5)                                 | 4.3(1.7)                         | 4.1(1.6)                                           |
| corrects my mechanical errors                    | 3.7(1.5)                                 | 3.3(1.3)                                 | 3.6(1.5)                         | 3.5(1.4)                                           |
| identifies errors with correction symbols        | 4.1(1.3)                                 | 3.7(1.2)                                 | 3.5(1.6)                         | 3.8(1.4)                                           |
| comments by using a specified set of criteria    | 4.4(1.2)                                 | 3.9(1.4)                                 | 4.2(1.5)                         | 4.2(1.4)                                           |

Note. Respondents referred to a 6-point Likert scale, where 6 = strongly agree and 1 = strongly disagree.

<sup>a</sup>All the students answered this group of questions except for 1 student in question 28. <sup>b</sup>All the students answered this group of questions except for 1 student in question 28. <sup>c</sup>All the students answered this group of questions except for 2 students in question 28.

The students reported that they learned the most when their instructors comment on organization (M=4.8, SD=1.1), and that they learned the least when their

instructors correct their mechanical errors ( $M=3.5$ ,  $SD=1.4$ ).

All the student groups mostly preferred comments on organization and leastly preferred correction of mechanical errors except for the Fine Arts students. They believe that they learn the least when their instructors use correction or proofreading symbols while commenting.

#### Teachers' Assumptions

In the fourth part of the questionnaire the teachers were asked to report on their assumptions concerning how their students think they learn the most. As shown in Table 20, the findings are similar to the ones in the sections on responses to first and final drafts (see p. 45 & p. 55).

The instructors feel their students learned the most when they commented on organization ( $M=5.0$ ,  $SD=0.9$ ) and that they learned the least when they used correction or proofreading symbols ( $M=2.9$ ,  $SD=1.6$ ). They believe all the student groups share the same opinions.

Table 20

**Teacher Questions 24-31: Teachers' Assumptions of Students' Perceptions of Beneficial Teacher Feedback**

| Questions 24-31                                          | Faculty Group              |                            |                                  |                                         |
|----------------------------------------------------------|----------------------------|----------------------------|----------------------------------|-----------------------------------------|
|                                                          | ADMIN.<br>(n=21)<br>M (SD) | ENGIN.<br>(n=11)<br>M (SD) | FINE<br>ARTS<br>(n=17)<br>M (SD) | TOTAL<br>(n <sup>a</sup> =49)<br>M (SD) |
| Generally, my students think they learn the most when I: |                            |                            |                                  |                                         |
| comment mainly on the content of their writing           | 4.5(1.5)                   | 4.8(1.3)                   | 4.6(1.6)                         | 4.6(1.5)                                |
| comment mainly on the organization of their essays       | 5.1(0.8)                   | 5.0(0.9)                   | 5.1(1.0)                         | 5.0(0.9)                                |
| comment mainly on their writing style                    | 4.0(1.4)                   | 3.6(1.6)                   | 3.9(1.1)                         | 3.9(1.4)                                |
| check their vocabulary                                   | 4.0(1.4)                   | 3.9(1.3)                   | 4.4(1.2)                         | 4.1(1.3)                                |
| correct their grammatical errors                         | 4.1(1.8)                   | 3.5(1.8)                   | 4.4(1.7)                         | 4.1(1.8)                                |
| correct their mechanical errors                          | 3.5(1.6)                   | 2.8(1.5)                   | 3.8(1.7)                         | 3.5(1.6)                                |
| identify errors with correction symbols                  | 3.1(1.6)                   | 2.6(1.7)                   | 2.9(1.6)                         | 2.9(1.6)                                |
| comment by using a specified set of criteria             | 4.2(1.8)                   | 4.2(1.9)                   | 4.2(1.7)                         | 4.2(1.7)                                |

**Note.** Respondents referred to a 6-point Likert scale, where 6 = strongly agree and 1 = strongly disagree.

<sup>a</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups. Because not every teacher teaches all the faculty groups, the total number of teachers are not reflected here.

The students' and teachers' responses match with each other very well except for one category, identifying errors with correction symbols. Although the teachers

think that students want them to use correction symbols leastly, students want more use of them. This issue is consistent throughout all parts of the questionnaires.

### Priorities in Teacher Feedback and Evaluation

#### Instructors' Priorities

Students' perceptions. The findings are shown in Table 21.

Table 21

#### Student Questions 36-41: Students' Perceptions of Instructors' Priorities in Feedback and Evaluation

| Questions 36-41 | Faculty Group    |                  |                     |                         |
|-----------------|------------------|------------------|---------------------|-------------------------|
|                 | ADMIN.<br>(n=45) | ENGIN.<br>(n=37) | FINE ARTS<br>(n=31) | ALL STUDENTS<br>(n=113) |
|                 | M%               | M%               | M%                  | M%                      |
| Categories      |                  |                  |                     |                         |
| Content         | 28.8             | 30.7             | 33.7                | 30.5                    |
| Organization    | 28.4             | 27.2             | 28.9                | 28.1                    |
| Mechanics       | 7.5              | 6.8              | 5.8                 | 6.8                     |
| Language Use    | 12.4             | 10.1             | 11.4                | 11.4                    |
| Style           | 15.2             | 15.3             | 12.1                | 14.4                    |
| Vocabulary      | 8.1              | 11.4             | 8.5                 | 9.3                     |

**Note.** Refers to the relative importance students felt their instructors actually give to each category based on feedback. Students were asked to assign a percentage to each category. The responses should have added up to 100%. Those responses which did not add up to 100% were disregarded.

As shown in Table 21, the students reported that their instructors give the most importance to content ( $M\%=30.5$ ) and the least to mechanics ( $M\%=6.8$ ). All student groups agreed that their instructors give the least importance to mechanics and the most importance to content, except for Fine Arts students. They think that their instructors give the most importance to organization ( $M\%=33.7$ ).

Teachers' assumptions. As shown in Table 22, the instructors were asked to report on their assumptions of how much importance their students think teachers give to categories related to writing. They believe all their students think teachers actually give the most importance to content ( $M\%=41.5$ ) and the least importance to mechanics ( $M\%=5.8$ ).

Students' and teachers' responses on these questions match very well. However, teachers' assumptions are much higher than students' preferences. For example, in content, teachers reported much higher percentages for all faculty groups than students reported. The same is true for organization, but the differences are not that great. In all the other categories teachers reported much lower percentages than their students' preferences. The differences in language use and style categories are especially worth noting.

Table 22

Teacher Questions 32-37: Teachers' Assumptions of Students' Perceptions of Instructors' Priorities in Feedback and Evaluation

| Questions 32-37 |                        | Faculty Group          |                           |                                     |
|-----------------|------------------------|------------------------|---------------------------|-------------------------------------|
| Categories      | ADMIN.<br>(n=21)<br>M% | ENGIN.<br>(n=12)<br>M% | FINE ARTS<br>(n=17)<br>M% | TOTAL<br>(n <sup>a</sup> =50)<br>M% |
| Content         | 42.1                   | 40.8                   | 41.2                      | 41.5                                |
| Organization    | 26.2                   | 27.5                   | 24.1                      | 25.8                                |
| Mechanics       | 5.9                    | 4.8                    | 6.4                       | 5.8                                 |
| Language Use    | 9.5                    | 9.0                    | 9.9                       | 9.5                                 |
| Style           | 7.9                    | 8.4                    | 10.7                      | 9.0                                 |
| Vocabulary      | 8.3                    | 9.5                    | 7.4                       | 8.3                                 |

Note. Refers to the relative importance in percentages teachers believe their students think instructors actually give to each category based on feedback. The responses should have added up to 100%. Those responses which did not add up to 100% were disregarded. <sup>a</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups.

Students' Priorities

Students' perceptions. As shown in Table 23, contrary to their responses in all other parts of the questionnaire, all the students reported that their instructors should give the most importance to content (M%=31.9) and the least importance to mechanics (M%=5.8).

Table 23

**Student Questions 42-47: Students' Priorities in  
Instructors' Feedback and Evaluation**

| Questions 42-47 | Faculty Group         |                       |                          |                              |
|-----------------|-----------------------|-----------------------|--------------------------|------------------------------|
|                 | ADMIN.<br>(n=45)<br>M | ENGIN.<br>(n=37)<br>M | FINE ARTS<br>(n=32)<br>M | ALL STUDENTS<br>(n=114)<br>M |
| Categories      |                       |                       |                          |                              |
| Content         | 31.6                  | 33.2                  | 30.8                     | 31.9                         |
| Organization    | 27.5                  | 25.9                  | 25.7                     | 26.5                         |
| Mechanics       | 5.9                   | 5.8                   | 5.7                      | 5.8                          |
| Language Use    | 9.4                   | 11.3                  | 13.7                     | 11.2                         |
| Style           | 15.3                  | 13.2                  | 12.2                     | 13.8                         |
| Vocabulary      | 10.6                  | 10.4                  | 11.9                     | 10.9                         |

**Note.** Refers to the relative importance students want their instructors to give to each category. Students were asked to assign a percentage to each category. The responses should have added up to 100%. Those responses which did not add up to 100% were disregarded.

When instructors' priorities and students' priorities are compared (Tables 21 & 23), it can be seen that students wanted more importance on content and vocabulary than their instructors actually give and less importance on the other categories.

**Teachers' assumptions.** Similar to their assumptions of students' reactions to teacher feedback on first drafts (see p. 45), the teachers reported that they think their students want them to give the most

importance to content (M%=40.2) and the least importance to mechanics (M%=5.9) (see Table 24).

Table 24

Teacher Questions 38-43: Teachers' Assumptions of Students' Priorities in Feedback and Evaluation

| Questions 38-43 | Faculty Group          |                        |                           |                                     |
|-----------------|------------------------|------------------------|---------------------------|-------------------------------------|
|                 | ADMIN.<br>(n=21)<br>M% | ENGIN.<br>(n=11)<br>M% | FINE ARTS<br>(n=17)<br>M% | TOTAL<br>(n <sup>a</sup> =49)<br>M% |
| Categories      |                        |                        |                           |                                     |
| Content         | 39.5                   | 43.6                   | 38.8                      | 40.2                                |
| Organization    | 26.0                   | 24.1                   | 25.6                      | 25.4                                |
| Mechanics       | 6.2                    | 4.6                    | 6.3                       | 5.9                                 |
| Language Use    | 13.5                   | 11.5                   | 12.4                      | 12.6                                |
| Style           | 6.8                    | 7.4                    | 9.0                       | 7.7                                 |
| Vocabulary      | 8.4                    | 9.3                    | 7.9                       | 8.5                                 |

**Note.** Refers to the relative importance teachers believe their students want instructors to give to each category based on feedback. Teachers were asked to assign a percentage to each category. The responses should have added up to 100%. Those responses which did not add up to 100% were disregarded.

<sup>a</sup>The total numbers here refer not to the total number of teachers but to the total number of responses gathered by adding the faculty groups. Because not every teacher teaches all the faculty groups, the total number of teachers are not reflected here.

When instructors' assumptions of students' priorities (Tables 22 & 24) are compared, it can be seen that the instructors believe that their students want them to give more importance to mechanics, language use and vocabulary than they actually give and less importance to the other categories.

Students' preferences and teachers' assumptions are the same in this section. An interesting finding is that in all parts of the questionnaire students reported a strong preference for comments on organization and even in the "Least helpful teacher comments" section they stated that teacher feedback on the content of their writing is one of the least helpful comments. Nevertheless, in this section they report content as the most important category. I think this might be directly related to their teachers' preferences; students' tend to mirror their teachers' priorities. From these findings it can be inferred that students seem to have internalized their teachers' values of writing.

#### Specific Questions in Interviews

In this part, the students were asked questions about their first drafts of compositions (see Appendix F) and asked to report on how they make use of teachers' written feedback along with their reactions to teacher feedback (see Appendix E).

Seventy written teacher comments in total were discussed during the interviews. Twenty-eight of them were from Admin. students' papers, nine from Engin., and 33 from Fine Arts. Unfortunately, two Engin. students had no written comments on their papers.

In the very beginning, after the students were allowed to have a look at their papers and their teachers' comments on them, the students were asked to

tell one comment from their papers. Six students told the comments without looking at their papers (Admin. f=3, Engin. f=0, Fine Arts f=3), and 10 of them told the comments by looking (Admin. f=4, Engin. f=3, Fine Arts f=3).

All the students reported that their teachers' feedback is legible and they could read it without difficulty.

As the interviews proceeded, students were asked the same 4 questions for every comment on their papers: (a) what their instructors meant with that specific comment, (b) what their instructors want them to do, (c) whether they were going to take the comment into consideration while revising (with reasons), and (d) whether they would have liked to receive the specific feedback in some other way (with reasons).

#### Students' Understanding of Teacher Comments

Fifty-seven (81%) responses showed that students understood what their instructors meant by the comments. In the remaining 13 (19%) responses, students did not understand what the instructor meant. Even though the students who did not understand their teachers' comments is a minority, the finding is very important.

The instructors tend to think that their students understand everything that they write on their papers, and never consider the possibility of the opposite. However, as can be seen from this finding, sometimes

students literally do not understand what the teacher means by the comments. Thus, the comment becomes useless and there occurs a breakdown in the communication between the teacher and the student. This, unfortunately, can lead to more serious results; for example, loss of confidence or motivation on the part of the student.

#### Students' Understanding of their Teachers' Expectations

Fifty-seven responses (81%) showed that students understood what their teachers want them to do. The remaining 13 (19%) responses revealed that students did not know what to do. It is clear that when the students understand what their teachers meant, they know what to do. This is a natural result. Students need to understand their teachers' comments in order to make the necessary revisions.

#### Students' Consideration of Teacher Comments When Revising

In 52 (74%) responses students reported that they were going to consider the comments while revising and in 18 (26%) responses they were not. The reasons for the rejections include mostly not understanding teachers' comments (mainly because of not knowing the words used). For example a student said "Something is missing, a marker. What is a 'marker'?" and another similarly asked "more adequate final remarks, what does 'adequate' mean?" Other reasons were not finding revision necessary because the paper already is good enough and not wanting to do any corrections.

When the students understand what the teachers want them to do and when the comments are clear for them, they consider the feedback when revising. However, sometimes teachers use incomprehensible words in their feedback, consequently, the students do not understand them and refuse to take the comments into consideration.

#### Students' Expectations and Preferences for Teacher Feedback

In 28 (40%) responses, students reported that they would have preferred to receive the specific feedback--under discussion--in some other way; but in 42 (60%) responses students were satisfied with the present comment. When the students stated that they would have preferred their teachers to have commented in some other way, they made some suggestions. Given suggestions mostly include more understandable, detailed, and text-specific comments. For example, in response to her teacher's feedback saying "incoherent paragraph" the student commented "Just one word doesn't explain the statement. It's a bit weak." Another suggestion was the need for explicit corrections or showing ways to improve the writing. For example, a student said "I don't know how I can expand them [ideas] more because I've told all my thoughts."; and another repeated the same feeling by saying "What I should do should be written." Other suggestions include oral feedback, more comprehensible

vocabulary, examples, and use of signs to make the comments more specific.

When students stated their reasons for wanting their teachers to have commented in some other way, they reported similar responses to the ones given in the student questionnaire. They want their teachers to give text-specific, clear, and detailed feedback so that they can understand what the teachers mean and make the necessary corrections. In addition, their preference for either explicit corrections or for more explanations on how to improve the writing is worth noting. Interviewees stated this point quite often since they felt the need for some guidance at least at the beginning of the year.

#### Students' Expectations for Additional Teacher Comments

The next question asked the students whether there were any other general points about their papers that they would have liked their instructors to have commented on. Eleven students (61%) stated a need for additional teacher comments, and seven (39%) were satisfied with their teachers' comments. The suggestions made for the possible additions include a need for some positive comments (not only the bad points). For example, a student said "For positive things. May be encourage us." Other suggestion was for teachers showing ways to improve the writing or explicit corrections. For example, a student was desperate when she said "Support! I need to learn how to do it." Other suggestions include comments

on grammar, mechanics, organization, vocabulary, length, and general comments.

Students' need for positive comments is an interesting response to consider. Teachers generally point out the negative points on student essays; they do not really think that their students may well also need some comments on the positive points in their essays. However, students feel that they really need some encouragement. This is a very important issue to consider if teachers want to build working relationships with the students.

#### Students' Rejections of Teacher Feedback

The last question asked was whether the students would have preferred their instructor not to have commented on any points. Twelve (67%) students stated that they would have preferred their instructors not to have commented on certain points and six (33%) reported that they were satisfied with their instructors' feedback.

Reasons for possible rejections include items that are similar to the ones given for not taking the comments into consideration: not detailed, not comprehensible and not explanatory. For example, in response to her teacher's comment saying "You haven't identified the dilemma in the case" the student said "I summarized the case. I'm not a philosopher, I can't go any further." Another student complained about his teacher's feedback

"specify" by saying "I don't understand what she says, I think it's right." Students also complained about the absence of good points and stated the need for oral feedback for clarification.

At the end of the interviews the students were asked if there were any further suggestions they would like to give. The responses include giving more personal feedback, describing not only the bad points but also the good points to encourage the students, giving more detailed comments, and showing ways to improve the writing and to make the necessary corrections.



## CHAPTER 5 DISCUSSION OF RESULTS AND CONCLUSIONS

### INTRODUCTION

In this research study, learners' reactions to teachers' written feedback on their compositions and how learners actually use teachers' written feedback when revising their compositions were investigated. As another focus, learners' reactions and teachers' assumptions of their students' reactions were compared. This chapter includes a summary of the results concerning the research questions after examining the questionnaires and interviews together, pedagogical implications, limitations of the study, and suggestions for further research.

### SUMMARY OF RESULTS AND CONCLUSIONS

This section of the paper discusses the findings and the conclusions that I have drawn in relation to my research questions. Each part refers to one research question that I have asked when I started the study. In addition, in relevant parts, I refer to some of the studies that I have reviewed in the literature.

#### **Learners' Reactions to Teachers' Written Feedback**

The most preferred teacher feedback style by the students is both written and oral feedback. Students mostly believe that they are most likely to make meaningful and noticeable improvements in revising their writing when the instructors give them written comments

and meet with them to give oral feedback. Students are not satisfied with teachers' written feedback alone; they would like to receive oral feedback, at least to clarify the written comments. These results are similar to the ones in Hedgock and Lefkowitz (1994) study. In their study they also revealed that students prefer written feedback supported by oral comments the most.

According to the results of both the questionnaires and the interviews, students find detailed and clear comments the most helpful teacher comments, and they would like their teachers to give feedback in a detailed manner. On the contrary, students feel that unclear and too broad comments are the least helpful comments. I infer that they do sometimes receive such unclear and broad comments, and they are not happy with them. This is perfectly natural since the students would like to receive as much feedback as they can to improve their writing. My findings are similar to Zamel's (1985) and Cohen's (1987) findings. Zamel (1985) suggested that teacher feedback is mostly unclear and imprecise, and students complain about this issue. Similarly, Cohen (1987) revealed that students did not understand teachers' comments when they were single words or short phrases. Thus, they needed detailed comments which explain the problem in detail.

In addition to detailed comments, the questionnaire respondents and the interviewees also emphasized a need for specific comments and suggested their teachers give

oral feedback along with written comments. Students really prefer comments to be relevant to the sections of the essay, not just general comments. When they are left with general comments alone, they do not find them helpful at all, because they neither understand what is wrong in particular nor do they know what to do to improve it. My findings are similar to those in Sommers, Brannon and Knoblak (1984) study. They revealed that teacher comments are not text-specific and they can be interchangeable from text to text, and that students do not find such comments helpful.

Students reported in almost all the sections of the study--most helpful comments, first drafts, final drafts, and beneficial teacher feedback--that they find comments on organization most helpful, probably, due to the emphasis on organization in the ENG 101 and 102 courses. In addition, students are partially graded according to how they organize their essays in the exams. As the courses place emphasis on organization most of the time, students naturally would like to receive comments on organization.

Ninety-eight percent of all students reported that they read their teachers' comments on their first drafts. The overall importance that students give to their instructors' feedback is of average value ( $M=3.6$ ,  $SD=1.0$ ). I conclude that students do not find their teachers' comments as important as most teachers would

like. This may be due to a dissatisfaction with the teacher comments.

#### How learners Use Teacher Written Feedback When Revising

To find what students actually do with their instructors' feedback, 18 students from all three faculty groups were interviewed. During the interviews a total of 70 responses were discussed. The results suggest that 52 responses (74%) were to be considered while revising, and 18 (24%) of them were not to be considered. Teachers usually think that all their responses are taken into consideration, but from these findings I see that this is not true.

More important are the reasons behind students' refusing to consider some of their teachers' feedback. Most often students reported that they did not really understand what their instructors' meant with these comments or that they thought their papers were already good enough and there was no need for a revision. These findings tie in with what students stated they prefer as most helpful comments: detailed comments. I infer that as the teachers had not provided detailed, explanatory and sometimes, specific comments, students faced some difficulties in understanding the feedback. Moreover, some of the students also reported that they did not understand some of the words their instructors used in the comments. Because they did not understand the comments, some of them said they were going to disregard

the comments. Other students suggested a solution: oral feedback. They voiced that if they had the opportunity to talk to their teachers, they would ask them to make the comments clear, and then they could consider them.

Some of the students still did not want to consider the comments, because they thought their papers were already good enough, and there was no need for revision. I think the reason behind this approach is the fact that teachers have not provided text-specific comments, and the students could not figure out what really was wrong with the points that were commented on. This may be due to the fact that all the students are first-year students and most of them are inexperienced writers who probably are involved in writing instruction for the first time.

Among the total of 70 responses, students reported in 28 responses (40%) that they would have liked their instructors to comment in some other way. These suggestions included again more understandable, detailed and specific comments. Furthermore, the students would like their teachers to give oral feedback, and also to show them explicitly (especially by giving examples) how they could improve the problematic points in their compositions.

Students also reported that they would have preferred their instructors not to have commented on some points (67%). The reasons for those rejections include again too broad comments, not understanding the comments and not knowing what to do with the comments.

These findings also support what I have reported so far in this chapter. The insistence of student on their responses for detailed, specific and explanatory comments should be carefully noted. Moreover, a new issue, explicit corrections of mistakes or teacher-made improvements came up in the interviews. Students would like their instructors to show them--at least in the beginning--how to improve the points that teachers had commented on. Frequent responses included the expression "But, I don't know how to do it!" This is interesting, because we, teachers, always take it for granted that our students know how to improve their writing, and get angry with them when they do not do so. The reason for such incidents may be the simple fact that they really do not know how to do it.

Interviewees also voiced that they would like their instructors to have commented on some more areas. The suggested additions included comments on grammar and vocabulary, comments showing how to improve, and positive comments.

The last item--positive comments--is especially worth noting since many students expressed their dissatisfaction with their instructors' feedback due to a lack of positive comments. I conclude that students need to be encouraged; they need comments not only on the bad points of their writing, but also on some good points, too. In order to form good working relationships with the students, I think the instructors should be more

concerned with encouraging their students. One student's comment on this issue sums it all up: "Instructors should be makers, not demolishers!"

Differences Between Learners' Reactions to Teachers'  
Written Feedback and Teachers' Assumptions of their  
Students' Reactions

Students' reports of their reactions to teacher written feedback, in the questionnaires and in the interviews, and instructors' assumptions do match in most of the instances. However, in certain points I observed some differences as well. Teachers' assumptions of learners' most preferred feedback styles are correct. Both groups reported written and oral feedback. In the most helpful and least helpful teacher comments, student and teacher responses again match. However, there is a problem. If both the students and the teachers are aware of the fact that students find broad, unexplanatory and unspecific comments not helpful, why is there such a complaint from the students? The reason for this could be that either instructors' are unaware of the fact that they sometimes give such broad and unspecific comments, or they do so deliberately because they do not have any other choice or they do not know how to give explicit, specific and detailed comments.

When I compared students' perceptions and teachers' assumptions for different groups of students, I noticed an interesting finding. This is the fact that teachers

mostly believe that Engin. students are the ones who give their comments the most importance and who read their comments the most, and Fine Arts students are the ones who do the opposite. This contradicts with what Engin. and Fine Arts students reported. In fact, Fine Arts students are the students who pay attention to and read their instructors' comments the most. I infer a certain underestimation of Fine Arts students. Teachers assume them to be the least interested group of students while the student reports deny this. This may, unfortunately, be due to a bias against this group of students.

#### PEDAGOGICAL IMPLICATIONS

Considering the results discussed above I would suggest workshops on feedback for both the students and the instructors. For the students, these workshops could be about how to interpret teacher written feedback, how to deal with feedback, and how to make corrections suggested. This will be helpful since most of the students have reported a concern for not knowing how to improve their writing.

Furthermore, a writing center established in the English Unit could be very helpful to the students. Most of the students voiced their need for oral and detailed feedback. If this cannot be totally given by the class teacher, students could go to this writing center and get some help from the tutors orally and in detail. A center acting on a self-access basis would both lessen teachers'

load and students' complaints and anxiety on the issues of unclear, unexplanatory and too broad feedback.

My suggestion of having workshops for the teachers is also important since some of the problems concerning the feedback issue may be due to lack of knowledge or practice about feedback giving procedures. These workshops can consist of a few sessions and can be very beneficial for the instructors since they can be more conscious about their feedback styles and learn new approaches.

#### LIMITATIONS OF THE STUDY

My study had a few limitations which should be mentioned. First, the students who agreed to take part in the interviews were almost a self-selected group. Although they were selected out of the random list, I still asked them if they would like to participate, and, therefore, those who are really interested took part in the interviews.

Another limitation is about the teachers' comments. Because the teachers knew that their comments were going to be used in this research study, they might have paid special attention to their feedback on student compositions. This Hawthorne effect might have effected the data collected.

A final limitation is also about the interviews. During the interviews students were asked how they would revise their writing according to their instructors'

feedback. However, their real revisions were not seen. What people say and what they actually do are different. So, students reports might not have reflected the reality.

#### SUGGESTIONS FOR FURTHER RESEARCH

This study could be used as a preliminary study for follow-up studies. I think further investigation of the topic "teacher feedback" is worth considering in a writing program. In this study, data concerning how learners actually use teacher written feedback were only collected through interviews in which students were asked to report how they would consider their instructors' feedback; students could only make general suggestions on how they would revise their writing. A further research study examining both the first drafts and second drafts of student writing, having interviews with teachers about what they meant by specific comments, conducting similar interviews with the students of those instructors on what they have understood from the comments, and finally a comparison of these two would be enlightening.

Another suggestion for further research can be related to Fine Arts students. The reasons behind teachers' underestimation of these students would be an interesting research topic. In addition, how teachers' bias relates to their teaching and to their evaluation of their students can be an interesting research topic. The dimensions of my study were too limited to shed light on these issues.

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Appendix A  
Informed Consent Form

Dear .....,

I am conducting a research project on students' reactions to instructors' feedback on writing done for ENG 101 and 102 classes. It is a part of my studies in the MA TEFL Program at Bilkent University. The purpose of this study is to gather information to improve the teaching of composition and your view is extremely important for me. The aim is NOT to evaluate the students or the instructors.

The interview we will have is a part of this project. Your participation is voluntary and there is no risk involved. All responses will be kept confidential. That is, nobody, except for me, will see or hear your responses, and your names will not be used in the reports. Therefore, do not hesitate to respond to the questions honestly.

If you have any questions about the study, you may contact either me or the study advisor. Please do not ask anything of your English instructors, because they do not have any information and anyway your responses should be confidential. Thank you very much for your cooperation.

Elif Uzel

MA TEFL Program

Faculty of Humanities and Letters

Bilkent University

The Study Advisor:

Dr. Teri Haas

MA TEFL Program

Faculty of Humanities and Letters

Bilkent University

Informed Consent Form

I agree to participate in a research study on students' reactions to instructors' feedback. I am aware that there is no risk involved in my participation. I understand that I may withdraw from the study at any time. I will take part in an interview as a part of this study. I know that this interview will be recorded. I understand that my participation is completely confidential and that my name will not be used in the reports.

Name : .....

Signature : .....

Date : .....

**The Researcher:**

Elif Uzel

MA TEFL Program

Faculty of Humanities and Letters

Bilkent University

**The Study Advisor:**

Dr. Teri Haas

MA TEFL Program

Faculty of Humanities and Letters

Bilkent University

**Appendix B**  
**Student Questionnaire**

**STUDENT QUESTIONNAIRE**

*HELLO!... This questionnaire is designed for a research project on students' reactions to instructors' feedback on writing done for ENG 101 and ENG 102, English and Composition courses, which is being carried out as a part of my studies in the MA TEFL Program at Bilkent University. The purpose of this questionnaire is to gather information to improve the teaching of composition. You are one of the students who are randomly selected. Your participation is voluntary and there is no risk involved. The aim is NOT to evaluate the instructors or the students. All responses will be kept confidential. That is, nobody, except for the researcher, will see your responses, and your names will not be used in the project. Therefore, do not hesitate to respond to the questions honestly.*

*Where appropriate, please tick the option (☒) or circle the number that most closely corresponds to your opinion. Where questions are open-ended, please be specific.*

*Thank you for taking the time to answer the questions thoughtfully.*

**I. BACKGROUND INFORMATION**

1. What is your department?

\_\_\_\_\_

2. Is this your first year in your department?

☐ Yes      ☐ No

If no, please specify your year.

\_\_\_\_\_

3. Which high school did you graduate from?

Name: \_\_\_\_\_ City: \_\_\_\_\_

4. Did you study at Bilkent University School of English Language (BUSEL)?

☐ Yes      ☐ No

If yes, for how long?

\_\_\_\_\_

Please turn page.

**II. FEEDBACK****A. General**

5. I feel I am most likely to make meaningful and noticeable improvements in revising my writing when the instructor...

*(Please tick one to complete the sentence.)*

- ☐ gives written comments for me to read on my own.  
☐ meets with me to give oral feedback.  
☐ gives me written comments *and* meets with me to give oral feedback.

6. When you are asked to revise your writing in your ENG 101 and 102 classes, what kind of comments from your instructor do you find most helpful?

---

---

---

7. When you are asked to revise your writing in your ENG 101 and 102 classes, what kind of comments from your instructor do you find least helpful?

---

---

---

8. Please list your specific suggestions on how you want your instructor to give feedback on your writing. (e.g., in writing, detailed... etc.)

---

---

---

9. Please list your specific suggestions on what areas you want your instructor to focus on when giving feedback on your writing. (e.g., ideas, style... etc.)

---

---

---

Please turn page.

**B. First Drafts of Essays** (essays you will revise at least one time)

*For question 10, please tick the option (☒) that most closely corresponds to your opinion.*

10. Do you revise your first drafts?

☐ Yes      ☐ No

If yes, do you read your instructor's comments?

☐ Yes                      ☐ No

If yes, how important are your instructor's comments for you? *(Please tick one.)*

- ☐ Not important  
☐ Somewhat important  
☐ Important  
☐ Very important  
☐ Extremely important

*To respond to questions 11-18 please refer to the following scale and circle the number that most closely corresponds to your opinion.*

- 1 = Strongly Disagree  
 2 = Disagree  
 3 = Somewhat Disagree  
 4 = Somewhat Agree  
 5 = Agree  
 6 = Strongly Agree

11-18. On a first draft, I want my instructor to:

- |                                                                                         |   |   |   |   |   |   |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 11. comment on my ideas and argumentation.                                              | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. comment on the way I have organized the ideas in my essay.                          | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. comment on the way I express my thoughts and arguments (that is, my writing style). | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. comment on my use of vocabulary.                                                    | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. correct my grammatical errors.                                                      | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. correct punctuation, capitalization, spelling, etc.,                                | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. use a set of correction, or proof-reading, symbols.                                 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. comment by using a specified set of criteria.                                       | 1 | 2 | 3 | 4 | 5 | 6 |

Please turn page.

**C. Final Drafts of Essays** (essays you will not rewrite and you will receive a grade)

*For question 19, please tick the option (☑) that most closely corresponds to your opinion.*

19. Do you see your final drafts after they have been graded?

☐ Yes      ☐ No

If yes, do you read your instructor's comments?

☐ Yes      ☐ No

If yes, do you feel like revising your "final drafts"?

☐ Yes      ☐ No

*To respond to questions 20-27 please refer to the following scale and circle the number that most closely corresponds to your opinion.*

1 = Strongly Disagree  
2 = Disagree  
3 = Somewhat Disagree  
4 = Somewhat Agree  
5 = Agree  
6 = Strongly Agree

20-27. On a final draft, I want my instructor to:

- |                                                                                          |   |   |   |   |   |   |
|------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 20. comment on my ideas and argumentation.                                               | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. evaluate the way I have organized the ideas in my essay.                             | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. evaluate the way I express my thoughts and arguments<br>(that is, my writing style). | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. evaluate my use of vocabulary.                                                       | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. correct my grammatical errors.                                                       | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. correct punctuation, capitalization, spelling, etc.,                                 | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. use a set of correction, or proof-reading, symbols.                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. comment by using a specified set of criteria.                                        | 1 | 2 | 3 | 4 | 5 | 6 |

Please turn page.

D.

*To respond to questions 28-35 please refer to the following scale and circle the number that most closely corresponds to your opinion:*

- 1 = Strongly Disagree  
 2 = Disagree  
 3 = Somewhat Disagree  
 4 = Somewhat Agree  
 5 = Agree  
 6 = Strongly Agree

28-35. Generally, I learn the most when my instructor:

- |                                                                         |   |   |   |   |   |   |
|-------------------------------------------------------------------------|---|---|---|---|---|---|
| 28. comments mainly on the content of my writing.                       | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. comments mainly on the organization of my essays.                   | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. comments mainly on my writing style.                                | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. checks my vocabulary.                                               | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. corrects my grammatical errors.                                     | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. corrects my mechanical errors (i.e., punctuation,<br>spelling etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. identifies errors with correction symbols.                          | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. comments by using a specified set of criteria.                      | 1 | 2 | 3 | 4 | 5 | 6 |

Please turn page.

**E.**

36-41. Your instructor may consider various categories as she/he evaluates and comments on your essays. Six of these categories are listed below. First, make sure you understand what each term means. Then, decide how much importance your instructor actually gives to each category. Finally, write a percentage for each category (for example, 0%, 10%, 25%, 70%, etc.,). The percentages you write should add up to exactly 100%.

- |                                                                    |         |
|--------------------------------------------------------------------|---------|
| 36. Content (i.e., ideas, evidence, examples, etc.,)               | _____ % |
| 37. Organization (i.e., paragraphing, logical development, etc.,)  | _____ % |
| 38. Mechanics (i.e., punctuation, capitalization, spelling, etc.,) | _____ % |
| 39. Language use (i.e., grammar)                                   | _____ % |
| 40. Style (i.e., expression, tone, etc.,)                          | _____ % |
| 41. Vocabulary (i.e., word choice)                                 | _____ % |

**\*\*\*Please check your figures to make sure they add up to 100%!\*\*\***

42-47. Consider again the categories listed above. This time, decide how much importance you want your instructor to give to each category when she/he evaluates and comments on your essays. Finally, write a percentage for each category (for example, 0%, 10%, 25%, 70%, etc.,). Again, make sure that your percentages add up to 100%.

- |                                                                    |         |
|--------------------------------------------------------------------|---------|
| 42. Content (i.e., ideas, evidence, examples, etc.,)               | _____ % |
| 43. Organization (i.e., paragraphing, logical development, etc.,)  | _____ % |
| 44. Mechanics (i.e., punctuation, capitalization, spelling, etc.,) | _____ % |
| 45. Language use (i.e., grammar)                                   | _____ % |
| 46. Style (i.e., expression, tone, etc.,)                          | _____ % |
| 47. Vocabulary (i.e., word choice)                                 | _____ % |

**\*\*\*Please check your figures to make sure they add up to 100%!\*\*\***

**THANK YOU VERY MUCH FOR YOUR COOPERATION!...**

## Appendix C

### Teacher Questionnaire

#### TEACHER QUESTIONNAIRE

HELLO!... This questionnaire is designed for a research project on students' reactions to instructors' feedback on writing done for ENG 101 and ENG 102, English and Composition courses, which is being carried out as a part of my studies in the MA TEFL Program at Bilkent University. The purpose of this questionnaire is to gather information to improve the teaching of composition. Your participation is voluntary and there is no risk involved. The aim is NOT to evaluate the instructors or the students. All responses will be kept confidential. That is, nobody, except for the researcher, will see your responses, and your names will not be used in the project. Therefore, do not hesitate to respond to the questions honestly.

Except for the first part, Part A, all the response sections of the questions have been designed to appeal to different groups of students that you teach for your convenience in responding. That is, Admin. students (students from the Faculty of Business Administration and the Faculty of Economics, Administrative, and Social Sciences), Engin. students (students from the Faculty of Engineering and the Faculty of Science) and Fine arts students (students from the Faculty of Art, Design and Architecture). In these parts (B, C, D and E), where appropriate, please tick the option ( ☒ ) or circle the number that most closely corresponds to your opinion for each student group that you teach. In Part A, where questions are open-ended, please be specific.

Thank you for taking the time to answer the questions thoughtfully.

#### A. General

1. I feel my students are most likely to make meaningful and noticeable improvements in their writing when I... (Please tick one to complete the sentence.)

- ☐ give them written comments to read on their own.  
☐ meet with them to give oral feedback.  
☐ give them written comments *and* meet with them to give oral feedback.

2. When you ask your students to revise their writing, what kind of comments (that you make) do they find most helpful?

---



---



---

3. When you ask your students to revise their writing, what kind of comments (that you make) do they find least helpful?

---



---



---

4. Please list the possible suggestions your students make and/or are likely to make on how you should give feedback on their writing. (e.g., in writing, detailed ...etc.)

---



---



---

5. Please list the possible suggestions your students make and/or are likely to make on what areas you should focus on when giving feedback on their writing. (e.g., ideas, style ...etc.)

---



---



---

**B. First Drafts of Essays** (essays that your students will revise at least one time)

*For question 6, please tick the option (☑) that most closely corresponds to your opinion for each student group you teach.*

6. When your students receive your written feedback on their first drafts, do they read your comments?

Admin. students

☐ Yes ☐ No

Engin. students

☐ Yes ☐ No

Fine Arts students

☐ Yes ☐ No

If yes, how important do you think they are for your students? *(Please tick one for each student group you teach.)*

Admin. students

☐ Not important

☐ Somewhat important

☐ Important

☐ Very Important

☐ Extremely important

Engin. students

☐ Not important

☐ Somewhat important

☐ Important

☐ Very Important

☐ Extremely important

Fine Arts students

☐ Not important

☐ Somewhat important

☐ Important

☐ Very Important

☐ Extremely important

*To respond to questions 7-14 please refer to the following scale and circle the number that most closely corresponds to your opinion for each student group you teach.*

- 1 = Strongly Disagree  
 2 = Disagree  
 3 = Somewhat Disagree  
 4 = Somewhat Agree  
 5 = Agree  
 6 = Strongly Agree

7-14. On a first draft my students want me to:

|                                                                                                              | <u>Admin.</u> | <u>Engin.</u> | <u>Fine Arts</u> |
|--------------------------------------------------------------------------------------------------------------|---------------|---------------|------------------|
| 7. comment on my students' ideas and their argumentation.                                                    | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 8. comment on the way my students have organized their ideas in their essays.                                | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 9. comment on the way my students express their thoughts and arguments (that is, my students' writing style) | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 10. comment on my students' use of vocabulary.                                                               | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 11. correct my students' grammatical errors.                                                                 | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 12. correct punctuation, capitalization, spelling, etc.,                                                     | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 13. use a set of correction, or proof-reading symbols.                                                       | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 14. comment by using a specified set of criteria.                                                            | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |

**C. Final Drafts of Essays** (essays that your students will not rewrite and will receive a grade)

*For question 15, please tick the option (☑) that most closely corresponds to your opinion for each student group you teach.*

15. Do your students see their final drafts after you grade them?

Admin. students

☐ Yes ☐ No

Engin. students

☐ Yes ☐ No

Fine Arts students

☐ Yes ☐ No

If yes, do you think they read your comments?

Admin. students

☐ Yes ☐ No

Engin. students

☐ Yes ☐ No

Fine Arts students

☐ Yes ☐ No

If yes, do you think they feel like revising their "final drafts"?

Admin. students

☐ Yes ☐ No

Engin. students

☐ Yes ☐ No

Fine Arts students

☐ Yes ☐ No

*To respond to questions 16-23 please refer to the following scale and circle the number that most closely corresponds to your opinion for each student group you teach.*

1 = Strongly Disagree  
2 = Disagree  
3 = Somewhat Disagree  
4 = Somewhat Agree  
5 = Agree  
6 = Strongly Agree

Admin.

Engin.

Fine Arts

16-23. On a final draft my students want me to:

16. comment on my students' ideas and their

argumentation.

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

17. evaluate the way my students have

organized the ideas in their essays.

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

18. evaluate the way my students express

their thoughts and arguments

(that is, my students' writing style)

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

19. evaluate my students' use of vocabulary.

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

20. correct my students' grammatical errors.

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

21. correct punctuation, capitalization,

spelling, etc.,

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

22. use a set of correction, or proof-reading

symbols.

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

23. comment by using a specified set of criteria.

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 5 6

D.

*To respond to questions 24-31 please refer to the following scale and circle the number that most closely corresponds to your opinion for each student group you teach.*

1 = Strongly Disagree  
 2 = Disagree  
 3 = Somewhat Disagree  
 4 = Somewhat Agree  
 5 = Agree  
 6 = Strongly Agree

24-31. Generally, my students think they learn the most when I:

|                                                                       | <u>Admin.</u> | <u>Engin.</u> | <u>Fine Arts</u> |
|-----------------------------------------------------------------------|---------------|---------------|------------------|
| 24. comment mainly on the content of their writing.                   | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 25. comment mainly on the organization of their essays.               | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 26. comment mainly on their writing style.                            | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 27. check their vocabulary.                                           | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 28. correct their grammatical errors.                                 | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 29. correct their mechanical errors (i.e. punctuation, spelling etc.) | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 30. identify errors with correction symbols.                          | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |
| 31. comment by using a specified set of criteria.                     | 1 2 3 4 5 6   | 1 2 3 4 5 6   | 1 2 3 4 5 6      |

## E.

32-37. You may consider various categories as you evaluate and comment on your students' essays. Six of these categories are listed below. First, make sure you understand what each term means. Then, indicate the relative importance your students think you actually assign to each category for each student group you teach. The amount assigned to each category should be expressed as a percentage (for example, 0%, 10%, 25%, 70%, etc.). The percentages you assign should add up to exactly 100%.

|                                                                    | <u>Admin.</u> | <u>Engin.</u> | <u>Fine Arts</u> |
|--------------------------------------------------------------------|---------------|---------------|------------------|
| 32. Content (i.e., ideas, evidence, examples, etc.,)               | ____%         | ____%         | ____%            |
| 33. Organization (i.e., paragraphing, logical development, etc.,)  | ____%         | ____%         | ____%            |
| 34. Mechanics (i.e., punctuation, capitalization, spelling, etc.,) | ____%         | ____%         | ____%            |
| 35. Language use (i.e., grammar)                                   | ____%         | ____%         | ____%            |
| 36. Style (i.e., expression, tone, etc.,)                          | ____%         | ____%         | ____%            |
| 37. Vocabulary (i.e., word choice)                                 | ____%         | ____%         | ____%            |

**\*\*\*Please check your figures to make sure they add up to 100%!\*\*\***

38-43. Consider again the categories listed above. This time, based on your students' reactions to your feedback, indicate the relative importance your students want you to assign to each category when you evaluate and comment on their essays for each student group you teach. Again, make sure that your percentages add up to 100%.

|                                                                    | <u>Admin.</u> | <u>Engin.</u> | <u>Fine Arts</u> |
|--------------------------------------------------------------------|---------------|---------------|------------------|
| 38. Content (i.e., ideas, evidence, examples, etc.,)               | ____%         | ____%         | ____%            |
| 39. Organization (i.e., paragraphing, logical development, etc.,)  | ____%         | ____%         | ____%            |
| 40. Mechanics (i.e., punctuation, capitalization, spelling, etc.,) | ____%         | ____%         | ____%            |
| 41. Language use (i.e., grammar)                                   | ____%         | ____%         | ____%            |
| 42. Style (i.e., expression, tone, etc.,)                          | ____%         | ____%         | ____%            |
| 43. Vocabulary (i.e., word choice)                                 | ____%         | ____%         | ____%            |

**\*\*\*Please check your figures to make sure they add up to 100%!\*\*\***

**THANK YOU VERY MUCH FOR YOUR COOPERATION!...**

**Appendix D**  
**Interview Sheet**

**STUDENT INTERVIEW SHEET**

**INTERVIEWER :** Elif Uzel

**INTERVIEWEE :** \_\_\_\_\_

**DATE :** \_\_\_\_\_

**TIME : Start:** \_\_\_\_\_ **Stop:** \_\_\_\_\_

*\* The questions on this sheet are only guiding questions for interviewer/researcher. The researcher will ask follow up questions during the interviews; it is meant to be a semi-structured interview.*

**The purpose of this interview is to gather information to improve the teaching of composition. It is a part of a research project being carried on as a partial fulfillment of the MA TEFL Program at Bilkent University. The aim is NOT to evaluate the teachers or the students. All the responses will be kept confidential. Please stop me and ask questions about anything that you do not understand that I say.**

**Thank you for taking the time to answer the questions thoughtfully.**

**I. BACKGROUND INFORMATION**

1. What is your department?

\_\_\_\_\_

2. Is this your first year in your department?

☐ Yes ☐ No

If no, please specify your year.

\_\_\_\_\_

3. Which high school did you graduate from?

Name: \_\_\_\_\_ City: \_\_\_\_\_

4. Have you studied at Bilkent University School of English Language (BUSEL)?

☐ Yes ☐ No

If yes, for how long?

\_\_\_\_\_

## II. FEEDBACK

**A. This part of the interview will be about your reactions to your instructor's feedback in general.**

5. When you are asked to revise your writing in your ENG 101 and 102 classes, what kind of comments from your instructor do you find most helpful?

6. When you are asked to revise your writing in your ENG 101 and 102 classes, what kind of comments from your instructor do you find least helpful?

7. Please give me some specific suggestions on how you want your instructor to give feedback on your writing. (e.g., in writing, detailed... etc.)

8. Please give me some specific suggestions on what areas you want your instructor to focus on when giving feedback on your writing. (e.g., ideas, style... etc.)

**B. Specific**

- \* *From this point onwards the interview goes on with student's first draft.*
  - \* *Hand in the copy of his/her first draft to the student.*
  - \* *Allow student about 5 minutes to read his/her essay and go over the comments.*
- Observe the student and take notes on his/her behaviours.*

**Now, let's talk about your first draft of your essay. Here it is. Please take about 5 minutes to reread your essay and go over your instructor's comments.**

\*\*\*\*\*

During the 5 minutes, the student...

\*\*\*\*\*

**If you are ready, shall we start?**

**9. Please tell me a specific comment that your instructor made on your paper.**

The student tells the comment without looking at his/her paper ☐

by looking at his/her paper. ☐

Other \_\_\_\_\_

**10. Are all the comments legible?**

☐ Yes

☐ No

If no, point out the ones you could not read.

*\* Questions 11-15 will be asked for every specific comment on the student's paper individually.*

**For the following questions, suppose you are to revise this essay today.**

11. Please read the comment aloud.

12. What does your instructor mean by this?

13. What does your instructor want you to do?

14. Are you going to take it into consideration when you are revising?

☐ Yes

☐ No

If yes, what are you going to do exactly?

If no, why not?

15. Would you like to have received this feedback in another way?

☐ Yes

☐ No

If yes, how?

16. Are there any other points that you would have liked your instructor to have commented on?

☐ Yes ☐ No

If yes, please specify.

If no, are you satisfied with your instructor's comments? Why? Why not?

17. Are there any points you would have preferred your instructor not to have commented on?

☐ Yes ☐ No

If yes, please specify.

**Any other things you would like to say?**

**Thank you very much for taking the time to participate in this interview.**

## Appendix E

Interview Transcription

Date: April 6, 1995

## I. BACKGROUND INFORMATION

1. What is your department?

Electrical Engineering / ENGIN.

2. Is this your first year in your department?

Yes.

3. Which high school did you graduate from?

İstanbul Atatürk Science High School, İstanbul

4. Have you studied at BUSEL?

No.

## II. FEEDBACK

5. When you are asked to revise your writing in your ENG 101 and 102 classes, what kind of comments from your instructor do you find most helpful?

I usually can't finish my essays very good because I got bored so teachers usually tell me that my conclusion isn't good. And I try to write better. But I don't know how I can write better. My teacher told me that my thesis should be short and then I changed it. Some comments on grammar and spelling are helpful. For ex. we don't really study grammar but sometimes we forget some grammar rules. If we see them on our paper, we remember them and we don't do the mistakes.

6. When you are asked to revise your writing in your ENG 101 and 102 classes, what kind of comments from your instructor do you find least helpful?

"It's not good write it better." Teachers write in a hard English. They use unknown words.

7. Please give me some specific suggestions on how you want your instructor to give feedback on your writing. (e.g., in writing, detailed,...etc.,)

Short comments don't really mean anything. We can't understand what the teacher wants to tell us. And for ex. if we only get the written comments we sometimes

don't understand, we need to ask the teacher what she wants from us. Then, spoken comments are more helpful. But the written is essential. But long and detailed comments are preferred. Specific.

8. Please give me some specific suggestions on what areas you want your instructor to focus on when giving feedback on your writing. (e.g., ideas, style,...etc.,)

Grammar. Spelling. Word choice is important because sometimes I use the same words. When I see it on the paper, then I learn it and I use it. Organization is really important, because in fact we lose marks from organization. If we take the first draft and we don't see anything about organization, we do the same mistakes in the exams. So this causes loss of marks.

9. Please tell me a specific comment that your instructor made on your paper.

(student tells the comment by looking at his paper)

"reorganize"

10. Are all the comments legible?

Yes.

12-15 For every comment:

\* Rewrite the title

12. What does your instructor mean by this?

About the question mark.

13. What does your instructor want you to do?

I didn't understand. She didn't like the title or the title doesn't involve about the subject. I should use another title which involves the subject.

14. Are you going to take it into consideration when you are revising?

Yes. First of all I'll try to find for ex. in this essay..... there can be stg. about cheating.

15. Would you like to have received this feedback in another way?

Yes. I should learn what is wrong with the title. I really think what it may be.

\* This sentence isn't explained.

12. What does your instructor mean by this?

The sentence isn't explained, but I think I explained it in the second sentence.

13. What does your instructor want you to do?

I didn't understand.

14. Are you going to take it into consideration when you are revising?

Perhaps. I will modify the words but it will be the same.

15. Would you like to have received this feedback in another way?

Yes. Here it is not comprehensible for me.

\* Incoherent paragraph.

12. What does your instructor mean by this?

I don't know.

13. What does your instructor want you to do?

I don't know.

14. Are you going to take it into consideration when you are revising?

I'll look into the dictionary

15. Would you like to have received this feedback in another way?

Yes. As it were in other it is not clear. It should be clear. Just one word doesn't explain the statement. It's a bit weak.

\* Reorganize

12.& 13. What does your instructor mean by this? What does your instructor want you to do?

She tells there are two subjects in this paragraph. I have to separate the paragraphs.

14. Are you going to take it into consideration when you are revising?

Yes.

15. Would you like to have received this feedback in another way?

If there were some other explanations after this single word, what I should do should be written.

16. Are there any other points that you would have liked your instructor to have commented on?

Yes. When I write this essay, I use some words that I don't know the meaning exactly and I remember that there were some synonyms. He should aware me about these.

17. Are there any points that you would have preferred your instructor not to have commented on?

Yes. "The sentence isn't explained." "Rewrite the title." They should be told in detail.

Any other things you would like to say?

No. Thank you.

## Appendix F

### Student Essay

TAX? <sup>rewrite the debt.</sup>

Most of the people do not accept to be doing wrong although he does. That's the psychology of human being, when you feel you do something wrong, you try to escape from this feeling by assuming something else is wrong which you think that corrects your mistake. One of the consequence of this, is the men who refuse to pay tax by claiming that the taxes are not used for the sake of society. First of all, although they are right in some areas, the way they choose is wrong. Two mistakes do not result the correct.

Mostly, the ones who cheats on taxes, defend themselves by showing like scandals that occur in the media. They believe that taxes are used for the good of some leaders that take place in the government. The bribes, using the facilities of government for one's own self or for his relatives etc. makes them suspicious of where the taxes are spent. Moreover, another reason that is claimed is the fact that while huge companies are overlooked to cheat on taxes, the small ones are punished when they do not pay. Furthermore, the incomes coming from taxes are not divided equally among the every citizen of the society.

In spite of some of right sides of these claims, Mike and such thinkers are not right. Their aim is just to feel themselves confident about cheating, or not to lose respect among people.

... there are some faults in the current tax collecting system. There may be some injustice, but collusion is not cheating.

Because cheating on taxes means stealing the money of the society. What we should do, is to try to correct the faults, but not using wrong or illegal methods. Humans can gain the good by cooperating.

The fact of the loss of the government is another consequence of such thoughts. <sup>this sentence is not explained.</sup> Schools, roads, bridges, balance of the country's economy is done mostly by tax incomes. Nevertheless, it is usually impossible to distribute the income equally. The need of various areas are different. While some need expensive things, others may be satisfied by small expenses.

If one does wrong, will it be correct for others to do the same mistake? What a civilized human should do is to correct the wrongs. On the other hand the tax cheaters violate tax-payers' right, like Charon. Cheaters can convince themselves but they can not escape from the truth. <sup>here another subject is introduced.</sup> As long as the tax system is not modified, they will continue.

Paying taxes is the responsibility of being a citizen, involving the whole society. Cheaters should be punished in order to prevent others to do the same. But, initially, the injustice in the system should last.

-thanks!

## Appendix G

List of Responses for an Open-ended Question in the  
Student Questionnaire

## STUDENT QUESTION 6 (MOST HELPFUL TEACHER COMMENTS)

## ADMIN. STUDENTS

AB-01

explain more  
correction in grammar mistakes

AB-02/I

organization  
grammar

AB-03

instructor underlines sentences which need improvement  
instructor writes comments under paragraphs

AB-04

instructor tells the missing point  
what kind of things I should add

AB-05

how to do the assignments  
what kind of working is useful

AB-06

nothing

AB-07

tell the mistakes (writing is not enough)

AB-08

organization  
use of vocabulary

AB-09

clear comments, telling what I should do

AB-11

style  
vocabulary

AB-12

organization  
the way I express my thoughts and arguments

AB-13/I

understandable comments

AB-14/I

positive comments

AB-15  
(not applicable)

AB-16

give example  
what kind of writing it should be

AB-17

face to face relations  
stress what is important

AB-18

explain what is wrong  
make recommendations

AB-19

written comments on the essay  
talk about the exam style (how to write in the exams)

AB-20

written and oral

AB-21

written comments

AB-22

also the positive points

AB-23

oral feedback

AB-24

gives the comments like a friend

AB-25

comments about organization

AD-01

oral comments

AD-02

(irrelevant)

AD-03/I

comments on organization  
vocabulary

AD-04/I

organization

AD-05

specific comments

AD-06

ideas  
organization

AD-10

finds out the grammatical mistakes  
other mistakes related to the subject

AD-11

style  
organization

AD-12

organization  
formulating the thesis  
how to support better

AD-13

organization  
vocabulary choice  
spelling

AD-14/I

written

AD-15/I

on expanding and supporting my ideas and my thesis

AD-16

specifying my mistake

AD-17

organization

AD-18

wrong approach to the subject

AD-19

detailed comments

AD-20

comments that help me to see the source of my mistakes  
how I can correct them and replace correctly in my essays

AD-21

about content  
organization  
indicates how to develop them

AD-22

(blank)

AD-23

(irrelevant)

AD-25

objective comments  
way of writing