

The Relationship between Teachers' Attitudes and Feedback-giving Practices and Student

Expectations: Theorizing from Practice in an EFL Context

Yazılı Geri Bildirim Konusunda Öğretmenlerin Tutum ve Uygulamaları ile Öğrenci
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FROM PRACTICE IN AN EFL CONTEXT

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To those forced to lose hope and not let seek



DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Elif Gürergene



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LIST OF ABBREVIATIONS AND ACRONYMS

An-memo	Analytic Memo
ANOVA	Analysis of Variance
APA	American Psychological Association
CEFR	Common European Framework for References
CF	Corrective Feedback
CFA	Confirmatory Factor Analysis
CRM	Critical Reflective Memo
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
<i>f</i>	frequency
fb	feedback
GE	Graphic Elicitation
hr	Hour
L1	Native language
L2	Foreign language
LOA	Learning-Oriented Assessment
MA	Master of Arts
max.	Maximum
min	Minute
min.	Minimum
N	population size
n	sample size
NNS	Non-native speakers
NS	Native speakers
No	Number
<i>p</i>	probability value

PhD Philosophy of Doctorate

sec Second

SPSS Statistical Package for the Social Sciences

SS Student Scale (EFL Students' Written Feedback Expectations Scale)

SSI Semi-structured Interview

TS Teacher Scale (EFL Teachers' Written Feedback Orientations Scale)

WCF Written Corrective Feedback

ZPD Zone of Proximal Development



ABSTRACT

The Relationship between Teachers' Attitudes and Feedback-giving Practices and Student Expectations: Theorizing from Practice in an EFL Context

by

Elif Gürergene

The instruction of writing skills in EFL settings is generally deemed a demanding act that might need external reinforcement to support learners' own efforts or struggles. Given the variance in the use of teaching and learning techniques or the inequality of opportunities in educational milieus, the use of feedback might compensate for the lack of some other tools for instruction and help accelerate progress. This said, drawing on the Socio-constructivist Theory this mixed-type study aimed to find out the relationship between (a) teachers' written feedback orientations, (b) learners' written feedback expectations and (c) the nature of feedback as practiced by teachers on student papers. In order to manifest these, two scales tapping teachers' and learners' attitudes and expectations were developed. Teacher and Student Scales were administered to 99 teachers and 539 students after being piloted among different participants. To triangulate the data, several qualitative data generation tools, i.e., Critical Reflective Memos, Semi-structured Interviews, Graphic Elicitations, and Analytic Memos, were used with the involvement of 11 teachers and 61 students. As these 11 teachers were statistically found to be the representative of the larger sample in the quantitative study, the findings of the qualitative study might be transferrable to the larger group: 99 teachers, as well. Based on a set of analyses of the data collected from a dual set of participants, teachers, and students, the findings were also cross-referenced. Further, the 55 feedback papers of 11 teachers were evaluated based on the New Model of Feedback that emerged out of the implementation of the teacher scale. The results showed that teachers held highly positive thoughts towards motivational, indirect, and direct feedback respectively. Yet, in some circumstances, they avoided giving feedback on

some errors particularly when they gave students more than one chance for better writing. Also, there was no direct correspondence between teachers' self-reports regarding their feedback-giving behaviors as measured by different instruments and their practices of feedback as measured by the evaluation of feedback papers. Further, with regard to students' expectations, it was found that the popularity of motivational feedback surpassed that of indirect feedback and direct feedback. Categorically, some of the students liked the idea of feedback when it was related to the form, i.e. grammar, vocabulary, or organization but they did not welcome feedback related to the ideas concerning the writing topic. Finally, teachers' and learners' feedback-related orientations diverged at several points though overlaps were also spotted. Possible reasons for the incongruence between teachers' attitudes and practices and students' expectations regarding feedback included teachers' and students' educational backgrounds, institutional demands, learners' proficiency levels, pedagogical needs, and motivation levels. Finally, this study yielded theoretical, methodological, pedagogical implications and applications with a wide range of spectrum.

Key words: EFL teachers' written feedback orientations; EFL learners' written feedback expectations, the nature of feedback, scale development

ÖZET

Yazılı Geri Bildirim Konusunda Öğretmenlerin Tutum ve Uygulamaları ile Öğrenci Beklentisinin İlişkisi: Yabancı Dil Olarak İngilizce Yazma Bağlamında Uygulamadan

Kurama Geçiş

Elif Gürergene

Yabancı dil olarak İngilizce öğrenme (EFL) ortamlarında yazma becerilerinin öğretimi genellikle öğrencilerin çabalarını ve mücadelelerini gerektirebilecek zorlayıcı bir eylem olarak düşünülür. Öğretme ve öğrenme tekniklerinin kullanımındaki farklılıklar veya eğitim ortamlarındaki fırsat eşitsizliği göz önüne alındığında, geri bildirimin kullanılması, öğretim için diğer bazı araçların eksikliğini giderebilir ve ilerlemeyi hızlandırmaya yardımcı olabilir. Bu bağlamda, Sosyo-yapılandırmacı Teoriden yararlanan bu karma tip çalışma, (a) öğretmenlerin yazılı geri bildirim bağlamındaki yönelimleri (b) öğrencilerin yazılı geri bildirim bağlamında beklentileri (c) öğretmenler tarafından öğrenci kağıtları üzerinde uygulanan geri bildirimin doğası arasındaki ilişkiyi bulmayı amaçlamıştır. Bu kimlikleri ortaya koymak için, öğretmen ve öğrencilerin tutumlarını ve beklentilerini ölçen iki ölçek geliştirilmiştir. Öğretmen ve öğrenci anketleri farklı katılımcılar arasında pilot uygulama yapıldıktan sonra 99 öğretmen ve 539 öğrenciye uygulanmıştır. Verileri çeşitlendirmek için, 11 öğretmen ve ayrıca 61 öğrenci arasında Eleştirel Yansıtıcı Notlar, Yarı-yapılandırılmış Görüşmeler, Grafik Çıkarımlar ve Analitik Notlar gibi çeşitli nitel veri oluşturma araçları kullanılmıştır. İstatistiksel olarak, bahsi geçen 11 öğretmenin, nicel çalışmada daha geniş bir örnekleme (99 kişi) temsil ettiği bulunduğundan, nitel çalışmanın bulgularının daha büyük gruba, yani 99 öğretmene de aktarılabilme ihtimali bulunmaktadır. Öğretmenler ve öğrencilerden oluşan katılımcılardan derlenen verinin bir grup analizine bağlı olarak ortaya çıkan bulgular karşılaştırmalı olarak yorumlanmıştır. Ayrıca 11 öğretmene ait 55 geri bildirim kağıdı, öğretmen ölçeğinin uygulanması sonucu ortaya çıkan Yeni Geri bildirim Modeli'ne göre değerlendirilmiştir.

Sonuçlar, öğretmenlerin sırasıyla motive edilen, dolaylı ve doğrudan geri bildirimle yönelik oldukça olumlu düşüncelere sahip olduklarını göstermiştir. Bununla birlikte, öğretmenlerin, daha iyi yazma için öğrencilere birden fazla yazma şansı verdiklerinde, bazı hatalar hakkında geri bildirim vermekten kaçındıkları görülmüştür. Ayrıca, öğretmenlerin farklı araçlarla ölçülen geri bildirim verme davranışları ile geri bildirim kağıtlarının değerlendirilmesiyle ölçülen geri bildirim uygulamaları arasında doğrudan bir benzerlik bulunmamıştır. Ayrıca, öğrenciler arasında, motive edici geri bildirimin popüleritesinin dolaylı ve doğrudan geri bildirimi geride bıraktığı görülmüştür. Bir grup öğrenci, geri bildirim fikrini, yazma konusuna yönelik fikirlerle ilgili olduğu zaman değil dilin yapısal özellikleriyle, örneğin dil bilgisi, kelime dağarcığı veya organizasyonla ilgili olduğu zaman benimsemişlerdir. Son olarak, örtüşmeler tespit edilse de öğretmenler ve öğrencilerin geri bildirimle ilgili yönelimlerinin birkaç noktada birbirinden ayrıştığı görülmüştür. Öğretmenlerin tutum ve uygulamaları ile öğrencilerin geri bildirim beklentileri arasında tam bir uyum olmamasının olası nedenleri arasında öğretmenlerin ve öğrencilerin eğitim geçmişinin, kurumsal taleplerin, öğrencilerin yeterlilik seviyelerinin, eğitsel gereksinimlerinin ve motivasyon düzeylerinin bulunduğu tespit edilmiştir. Sonuç olarak, bu çalışma teorik, metodolojik, ve eğitsel önermeler ve uygulamalar ortaya koymuştur.

Anahtar kelimeler: İngilizce'yi yabancı dil olarak öğreten öğretmenlerin yazılı geri bildirim yönelimleri; EFL öğrencilerinin yazılı geri bildirim beklentileri; geri bildirimin doğası/türleri; ölçek geliştirme

CHAPTER I

INTRODUCTION

1.1 Background to the Study

In educational studies in general and in L2 studies in specific, a plethora of studies have been conducted on particularly on language skills' instruction and its intake by learners. Given these studies refer to the retrospective and/or up-to-date beliefs, and attitudes and practices of the stakeholders, many a finding have called for a variation in the milieus and the contributors involved. It is also undeniable that assumptions are tested via different theoretical groundings so that findings pave the way to more situated implications. In this sense, although “no single theory could ever account for L2 writing comprehensively” (Cumming, 2016, p. 65), of the commonly used theories underlying research studies that particularly generated to fit the needs of a real-time classroom is social-constructivism (Dewey, 1938, 1974; Freiri, 1970; Vygotsky, 1978; Storch, 2016). Evidently, the social aspect stems from the un/conscious interactions in an educational setting. Therefore, the constructivist aspect seem to rely on the impacts of those interactions on the development of target behaviors of those concerned.

Characteristically, social constructivism references to “social interactions as key to the construction of knowledge within cultural settings, then internalized by individuals resulting in learner growth” (Sullivan, 2011, p. 24-25). In a similar vein, one of the tenets of social constructivism points to a certitude that neither teaching nor learning occurs by itself, an implication for mutual support between the two parties, learners and teachers. This implied co-operation might actually trigger the scope and depth of learning presuming it is supported by the use of some teaching/learning mechanisms such as feedback.

Further, the functions of feedback particularly provided in writing classes in EFL contexts may go beyond the initial aim: Writing better with an increasing proficiency. It can also or is

expected to strengthen the relations between teachers and learners seeing the recursivity in writing and recycling in the nature of feedback.

As well, the involvement in a learning process might entail direct attention and engagement of teachers whose commitment in that sense could shape and be shaped by their identity as teachers and as writing teachers in particular. Likewise, the involvement and subsequent engagement of learners in their own learning might contribute to their own developing identity as learners and writers in particular. In this respect, orientations and expectations of teachers and learners respectively could be seen as constituents of their identities or how they define themselves as writing teachers and learners of writing classes. Though, more space and time are needed for studies focusing on identity, concentrating on aspects that potentially feed teachers' and students' decision-making processes as part of their identities is considered to be a need and a new vantage to elaborate upon.

As a consequence, mingling the references of such terms as writing, and feedback, this study is framed within a series of theories in relation to learning-oriented assessment, feedback and critical pedagogy with social-constructivism as an overarching base.

1.2 Statement of the Problem

The problems I experienced in EFL contexts as a teacher point to a fact that some language skills or sub-skills such as reading, grammar or vocabulary have been overemphasized compared to writing. Moreover, in many educational contexts, if not most, teaching of especially reading and grammar is realized to the exclusion of writing skills. On the other hand, as Routman (2005) states "it takes so little effort to turn a student into a writer: a human connection, teacher modeling, supportive conversations before writing begins ..." (p. 21), which is why more emphasis should be placed on writing as a major skill and its subskills. Yet, it might not be that easy to make the so-called transition from a student to a writer because of

the neglect I have just portrayed. This being said, feedback might make the process of transforming faster and more effective. Upon a detailed review of earlier studies and recommendations for subsequent ones, it could be claimed, therefore, that one of the most remarkable concepts pertaining to writing is feedback in general and teachers' corrective written feedback in particular.

As suggested by Hattie and Timperley (2007), "it is necessary to consider the nature of the feedback, the timing, and how a student 'receives' this feedback". However, results concerning the benefit of feedback are in conflict, and the number and scope of studies regarding feedback and its effect either on EFL teachers' instructing writing skills or on EFL learners' improving writing skills is limited. Accordingly, there is a need for more studies particularly in diverse EFL settings with a mixture of learners and teachers as the participants.

In a nutshell, this study digs into the issues in relation to writing, and feedback so that teachers' feedback-giving behaviors, and students' feedback expectations could be theorized at the moment and its applications can be penetrated into the EFL classroom beyond.

1.3 Significance of the Study

Having been involved in English language teaching for many years as a student and a language teacher for more than two decades, in this study, I aim to show evidence for the weaknesses and strengths of how writing skills in particular are dealt with by the two major stakeholders, teachers and students, in terms of feedback. As mentioned elsewhere, in many EFL settings it is widely known that teaching/learning writing lags behind reading and other skills, which is not invalid for the setting of this study, as well. Therefore, the aim of this study was to search upon writing and written feedback to highlight their true value and critical position in the instruction of language skills.

Additionally, this study puts an emphasis concerning the role of EFL teachers on the perception of EFL learners by virtue of their writing teacher identity. How learners as L2 writers are affected by their teachers' such role is another focal issue. Ultimately, a relationship, if at all, between teachers' and learners' approaches to feedback was investigated to gain a further outlook.

As an evidence for the originality of the study, it can be said that many studies were conducted to find out the preferences of teachers and students, but studies with a triangulation of samples, methods and analyses applied concurrently are limited. One example is "Students' Perceptions of Feedback Scale" by Marrs (2016), in which "sole reliance on self-report is a limitation" (p. 81) as teachers' perceptions lack in the study. Thus, one significance of this study is that data was collected both from teachers and students via not only scales developed from scratch, but also through written artifacts of learners with teacher feedback on. The triangulation of data collection/generation instruments is important in the sense that "teachers may claim they give much feedback, but the more appropriate measure is the nature of feedback received" (Hattie, 2011, p. 8). To this aim, data from different sources were analyzed and evaluated in a comparative and critical manner so that the study would gain some real insight to those actively engaged in teaching and learning processes.

Furthermore, Matsuda and Matsuda (2010, as cited in Matsuda, 2015) write that "identity in written discourse is a complex phenomenon that involves both empirical reality that can be described and measured (e.g., demographics and textual features) and phenomenological reality that exists in people's perceptions (e.g., social constructs)". Thus, qualitative analyses were supported with quantitative ones in order that a mixed approach could increase the comprehensibility of the research findings.

It should be recalled that a long-term study is a prerequisite of understanding identity development. Although this study is not a case study, data was collected and processed on a

period of 19 months. Therefore, the existing perceptions and/or attitudes of teachers and learners as an output of their lived experiences were aimed to be revealed to highlight their current identities from several perspectives. This being said, teacher and student scales as quantitative data tools, and Critical Reflective Memos, Semi-structured Interviews, An-Memos, and Graphic Elicitations as qualitative data tools together with examinations of teachers' feedback on students' papers could shed light on the relationship between attitude, practice and expectations of the two parties.

Several local and international databases were also searched to gain an understanding of the originality of the topic of this dissertation. For instance, a search of the thesis and dissertation database, YÖK (Institute of Higher Education), ProQuest (ERIC), together with several databases for research articles and thesis (EBSCO, Research Gate, Science Direct, etc.) revealed that studies mostly centered on concepts individually, that is, either on writing, or feedback or on individual sets of samples, either on teachers or students but not on the relationship. To the knowledge of the researcher, at the time this search was conducted, there was not a study as wide-ranging as this current one incorporating all variables such as a specific skill together with its sub-skills, the relationship between perception and performance regarding teachers' feedback behaviors, and the relationship between students' expectations and teachers' orientations towards feedback.

1.4 Rationale of the Study

The major rationale behind conducting such a comprehensive study as this one was that there were less studies that have a wide command of both the existing preferences, attitudes, performances, and expectations of teachers and students and the milestones that set them on the part of both sides. Given these are all the elements of one' emerging identity as a writing teacher

or learner as a writer, the relationship between identity and feedback was also focused on particularly through the implementation of qualitative data tools.

Echoing Cremin and Locke (2016), “there is very little research which explicitly examines the interplay between teachers’ and students’ identities as writers, and documents the consequences with regard to students writing competence and confidence”. Given studies are mostly on EFL learners, it is missing that a comparative study on both learners and teachers is conducted. It is of note that although feedback by teachers is given for the purpose of improving learners’ writing skills, students might deem it as an interference in their writing process. The need to reveal such gap, if any, between the attitudes of teachers and learners was another rationale for the design and administration of this study.

Hitherto, the relationship between the development of writing performance and feedback have been searched substantially but the relationship between the writing teachers’ and learners’ orientations through feedback has not been searched much.

1.5 Purpose of the Study

The major aim of this study was to investigate the relationship between the nature of EFL teachers’ feedback given on EFL student writing and teachers’ written feedback orientations as well as students’ written feedback expectations. In doing so, the study attempted to first analyze:

- EFL teachers’ perceptions/attitudes of feedback through a scale
- EFL teachers’ performance through a feedback model
- EFL students’ expectations through a scale

This doctoral study, therefore, comprises two parts. The first part aims to develop and field test two questionnaires, one for EFL writing teachers (henceforth Teacher Scale, abbreviated as TS) and one for EFL students (henceforth Student Scale, abbreviated as SS) learning how to write in L2. These scales based on a revised version of a model previously developed by Hattie and

Timperley (2007) formed The New Model of Feedback with Teacher and Student Dimensions. In the second part, more elaborative paradigm was adopted in order that the reasons and justifications of teachers and learners with regard to feedback could be surfaced. Specifically, the study aimed to answer the following questions.

1.6 Research Questions

RQ 1 Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?

RQ 1a Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?

RQ 1b Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?

RQ 2 Is there a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices? If so, how?

RQ 2a What are the perceptions of EFL teachers concerning their feedback orientations?

RQ 2b What is the nature of feedback that EFL teachers provide on student writing practices?

RQ 3 Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices? If so, how?

RQ 3a What are the expectations of EFL students concerning their writing teachers' written feedback?

RQ 3b Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

RQ 3c Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

1.7 Operational Definitions of Significant Words

- Writing – the act of transforming thought or speech into written form
- Teacher Feedback – any kind of information provided by a teacher, concerning learners' written products through pen and paper or via digital platforms
- Nature of Writing Teachers' Written Feedback – the types of teachers' written feedback, i.e., direct, indirect
- Writing papers / Student writing practices – written products of EFL learners' assigned to them in writing classes
- Feedback papers – written products of EFL learners' with writing teachers' feedback on
- Task – In the original model of feedback (Hattie and Timperley, 2007), the term “Task Level” mainly refers to teachers' direct feedback on students' written tasks. However, In the New Model, the term Direct Feedback is used. Yet one of the four subcomponents of Direct Feedback is “Task Adjustment” referring to feedback on how to accomplish writing tasks in relation to essay types or writing conventions.
- Perception/Attitude of EFL teachers (Teacher Orientation) – how teachers perceive what they practice in terms of giving feedback; operationalized quantitatively through the development of a scale: EFL Writing Teachers' Written Feedback Orientations Scale
- Perception/Expectation of EFL students (Learner Orientation) – how students perceive what EFL writing teachers practice in terms of giving feedback, i.e., their expectations;

operationalized quantitatively through the development of a scale: EFL Students' Written Feedback Expectations Scale

- Perception of EFL teachers and EFL students (Teacher and Learner Orientation) – operationalized qualitatively through the use of four different sources:
 - Critical Reflective Memos (CRMs)
 - Semi-structured Interviews (SSIs)
 - Graphic Elicitations (GEs)
 - Analytic Memos (An-memos)
- Performance of EFL teachers – how teachers perform the types of feedback on students' papers; operationalized through the evaluation of the nature (types) of feedback on students' writing practices
- Identity in this study comprises writing teachers' perceptions of
 - the type and foci of written feedback and the role thereof on students' development of EFL writing
 - their role as a feedback provider for EFL students
 - the possible effects of several factors on their feedback giving practice, that is, how they perform feedback accordingly

CHAPTER II

LITERATURE REVIEW

This chapter incorporates knowledge on major and peripheral topics that paved the ground for this study and research studies regarding. They are:

- Writing as an Academic Skill: Teaching, Evaluation and Assessment
- Writing from a Socio-constructivist Approach
- Learning-oriented Assessment
- Feedback Theory
- Critical Pedagogy

2.1 Writing as an Academic Skill

Writing in an academic sense is “composing that contains surface features which connect the discourse and an underlying logic of organization (Grabe & Kaplan, 1996, p. 4). Actually, it is “more than simply the sum of the meanings of the individual sentences” (p. 4). An extensive use or demand of advanced writing skills in academic settings might be considered as a principal reason why those skills should be dealt with in detail and intensively. However, although “writing is an important and, at the same time, demanding activity, particularly in a foreign language context, learners are exposed to language just for few hours a week (Kim & Kim, 2005, as cited in Marashi & Dadari, 2012). This is an implication of more emphasis on writing studies. However, an overview of studies on writing between 1999-2004 (Juzwik, Curcic, Wolbers, Moxley, Dimling & Shankland, 2006) revealed that “social context and writing practices, and writing instruction are the most actively studied problems” yet assessment and evaluation of writing skills is “among the least studied problems”.

Evaluation and assessment of writing is basically seen on a continuum, analytic and holistic, though there might be some transitions in-between. Still, in the former case (analytic), “writing

samples may be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics” (Weigle, 2002, p. 114). However, in the latter case, an “impressionistic” (Javadi-Safa, 2018) view is adopted. Similarly, according to Obeid (2017), “students have a tendency toward a more holistic approach”.

Nonetheless, it is commonly experienced that writing teachers tend to write extra notes to supplement and elaborate their initial feedback be they in the form of specific corrections or a grade for the whole paper. Hence, in addition to the use of explanatory or explanatory (analytical) or demonstrating (holistic) feedback for evaluation and assessment, some other ways can be generated to enrich the writing process. Hence, teachers can act as a social agent for the advancement of their students. This role is elaborated upon in the following part.

2.2 Writing from a Social Constructivist Approach

To go more into detail, Social Constructivist Approach or Pedagogy or Socio-constructivism rises on the core concepts of Sociocultural Theory by Vygotsky (1978), one of which is Zone of Proximal Development (ZPD, henceforth). It is defined as the gap or “distance” (p. 86) between what is actually known and what will be known after a kind of interaction with persons having more experience or knowledge.

ZPD can be said to have a washforward effect in the sense that “what a child can do with assistance today she will be able to do by herself tomorrow” (p. 87). In this respect, a complementary strength to a person’s cognitive development is the social milieu in and through which s/he could transform into a learner by “creating new functions to manage the learning situation” (Chaiklin, 2004, p. 47). Nevertheless, management and maintenance of learning outcomes might not be realized just after a specific formula or method has been applied but in a stepwise or gradual manner.

2.2.1 Writing as a collaborative act.

A possible gap between the amount of writing-related input learners are exposed to and how much it ought to be might be addressed by a view that writing should be constructed within a social infrastructure. In this respect, echoing Vygotsky (1978), “collaboration with more capable peers” (p. 86) does seem to have a high potential to promote academic writer identity. As stated by Ellemers and Haslam (2012), “in many social situations people think of themselves and others as group members, rather than as unique individuals” (p. 379). In order that learners feel engaged in such social situations, it is claimed that “university EFL teachers should adopt a process-based approach, providing their students with opportunities to interact with each other, instead of focusing on teaching students how to produce correct writing products” (Rao, 2007, as cited in Aminloo, 2013).

Further, Tajfel and Turner (1986, as cited in Bird, 2013) second that “successful behavior in any community stems from well-informed participation and self-identification with that community” (p. 62) and teaching or learning writing skills seems not to be an exception. The impact of interaction among the major components of a writing community, learners and teachers, in most cases, is to be revealed, therefore. In that the written text is going to serve several communities of practice, it is potentially to become a social entity rather than a personal output.

2.2.2 Feedback as a collaboration tool.

For quite a long time the term process has been under spotlights when the issue is teaching writing skills. To exemplify, the writing model by Flower and Hayes (1981) has “encouraged teachers to provide feedback” (Hyland, Nicolás-Conesa, & Cerezo, 2016, p. 433) due to the emphasis on the processes of writing rather than the sole product. Further, Akyel and Kamisli (1997) argued that “after process-oriented instruction there was an increase in the time given to

prewriting, planning, pausing, and reorganisation, but a decrease in the number of surface level revisions”. Nevertheless, the model is criticized for the fact that “it lacked attention to the social contexts in which writing takes place” (Carillo, 2017, p. 44). This is why, “the 2012 model by Hayes better reflects the many different processes involved in the composition of a text, and it includes the added influence of motivation and the task environment” (Cortez, 2018, p. 6).

Through the lens of social constructivist approach, the collaborative part that might be seen as a missing element in the model by Flower and Hayes (1981) could be supplemented by the use of feedback while practicing writing. By extension, Matsuda (2015) points out that “the study of writer identity in written discourse has been moving toward an equilibrium, in which the negotiation of individual and social perspectives is recognized.” Hence, the negotiation can be realized through the use of feedback aligned to learners’ needs who are supposed to (re)construct their knowledge in their social settings. In sum, feedback mechanism could feed the social dimension of writing.

Therefore, two features of social constructivism underpinned the theoretical framework of this study, among others: Process-based instruction and facilitative role of teachers.

2.2.3 Process-based instruction/learning.

According to Richardson (2003), two of the aspects of constructivist pedagogy include

- “provision of opportunities for students to determine, challenge, change, or add to existing beliefs and understandings, and
- development of students’ meta-awareness of their own understanding and learning processes” (p. 25).

It is apparent that “provision of opportunities and development of students’ meta-awareness” might not operate in a vacuum, an implication that learning and guiding it through teaching are processual. This view is supported by VanKooten (2016):

“Writing activity is complex and involves a multitude of interrelated cognitive, social, and contextual factors. Studying such activity in itself can be challenging, and observing and describing a writer’s awareness of writing activity and how that activity works can be an even greater challenge.”

Further, Purnama (2018) states that teachers active in the process of student learning “provide enough time for students to complete tasks, and are clear about their expectations”. This said, teachers in general and writing teachers in specific can be claimed to have a responsibility to trigger the motivation of learners to act meta-cognitively through process-based writing. This said, metacognition is “learners’ awareness of their thoughts, beliefs and ways of coming to know about the processes of learning and teaching” (Borg, 1996, as cited in Rogers, 1998, p. 107). To put it differently, a constant evaluation of one’s own development to see if it is actually improvement is quite important. What seems more important is that such evaluation should be done not only by teachers but also learners.

With respect to the dual approach to writing as process-based or product-based, in the former case, it is a common behavior that more efforts are given on elements that make the initial cognitive processes turn into writing practices. Yet, according to the “post-process in L2 writing”, social dimensions of the field are paid more attention (Fujieda, 2006, as cited in Javadi-Safa, 2018) and this “consequently, dramatically increased popularity of collaborative writing” (Godwin-Jones, 2018)

In order that such collaborative writing could be realized, teacher might need to hold on a modified role different from the traditional one. In this respect, teachers are facilitators who share their roles with learners.

2.2.4 Facilitative role of writing teachers.

Straub (1996) seconds that “more than the general principles or the theoretical approach, it is what we value in student writing, how we communicate those values, and what we say individually on student texts that carry the most weight in writing instruction. This implies the knowledge is built upon by the labor of both teachers and learners. As explained elsewhere, according to social constructivism “knowledge does not possess an independent existence but is ‘constructed’— that is, generated and maintained through collective human action, thought, discourse, or other social practices” (Collins, 2013).

Social constructivism also implies that “all knowledge, and meaningful reality, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context” (Crotty, 2003, p. 42). Thus knowledge in social constructivist pedagogy can be cooperatively and collaboratively enhanced and collaboration is likely to “provide trusting and supportive relationships necessary to enable personal change” (Roberts, 1998, p. 300). Meaningful reality, on the other hand, could naturally be situated in line with individual needs and preferences, and interaction is potentially to produce an output, learning, via concerted efforts. This is well explained by Straub (1996) who says that “we would also do well to develop a repertoire of responses and learn to use different strategies for different students and different classroom situations.” This is to say, writing teachers who are actually an embedded part of the writing process are supposed to guide students in line with their needs but not direct them towards a finalized product.

Consequently, theoretically and in practice, “knowledge is socially distributed” (Berger&Luckmann, 1991, p. 28). Therefore, in this study it is claimed that such a distribution can be realized by teachers as facilitators so their students could be cognitively engaged in their own learning process and become competent. And feedback mechanism in teaching writing skills is potentially to increase this effect. Purnama (2018) expresses that a facilitator teacher “uses language to foster self-expression, identity development, and learning in her students”.

In sum, for conveying effective feedback a teacher is likely to have a sense of responsibility as a writing teacher, a presumed component of identity in general and writing teacher identity in particular.

2.3 Learning-Oriented Assessment (LOA)

Echoing Hutchinson (1987) paving the ground for LOA by the introduction of learning-centered approach (originally for the purpose of ESP), Carless (2007) gives a detailed description of it by referring to three major pillars of it. They are:

- “assessment tasks
- the involvement of students in the assessment process and
- feedforward by prompting student engagement and action”

Learning-oriented assessment claims that “learning an L2, in whatever context, is an individual, cognitive process, but when situated within collaborative learning and assessment spaces, it also involves a layered set of socio-cognitive and sociocultural processes” (Purpura & Turner, 2013). As is understood, students are expected to be the active agents of the learning process be individually or socially. As a matter of fact, when writing is the foci of that process, writing is (re)shaped by writers’ identities and (re)shapes them, as well.

Yet, despite its importance, teaching of writing in many educational environments does not go beyond practices limited in scope and quality. This is in contrast with a fact that “students’ identities are reconstructed through writing events in the classroom” (Bourne, 2002; Compton-Lilly, 2006, as cited in Seban & Tavşanlı, 2017, p. 218). Therefore, this gap should be filled.

2.3.1 Closing the feedback loop through feedback and feedforward.

Feedback theoretically inheres improvement so it is by and large is associated with progress in students’ writing skills. On the other hand, “some students may not even read the advice and feedback provided by the teacher unless explicitly instructed to do so” (O’Flaherty, 2016, as cited in Irwin, 2017). This is exactly why the feedback loop ought to be closed. This means that “providing feedback is acted upon by the student to enhance their learning and that the giver of feedback is able to identify the extent to which the recipient has acted on it” (Carless, 2009).

It is also of note that “students engage with and apply the feedback not only to the task at hand but also to future tasks that are similar in nature”, an implication of feedforward. Students might not appropriate their writing in congruence with teacher comments be they are in the form of feedback or feedforward. Leung (2014, as cited in Beltrán, 2014) explains that there are four types of student attitudes in relation to feedback: “reluctance, ‘happy let it passers’, critical acceptance, and fulsome reception of the feedback”. This implies that feedback is not an automated message that cannot be answered but a means to collaborative interaction.

Echoing Jones, Saville and Salamoura (2016), “generating interactions that leads to learning and capturing evidence of interaction for further learning are the two major concerns in the learning oriented classroom”. Given that such interaction can function as a mediator between a teacher’s involvement in a student’ writing process and the student’s practicing over, feedback was at the core of this dissertation.

2.4. Feedback Theory

Feedback in an EFL setting is any active or passive stimuli that might affect one's development of perception, performance and construction of/as a skill. Van der Kleij, Adie and Cumming (2019) indicates that "there is a student-centred perspective, with increased recognition of students as active agents in their learning and interaction with feedback". While leading students towards practicing writing, there are some remarkable routes through which students can be guided. One of them is feedback which is defined as "information provided by an agent (e.g., teacher, peer, book, parent, self/experience) regarding aspects of one's performance or understanding that reduces the discrepancy between what is understood and what is aimed to be understood" (Hattie & Temperley, 2007, p. 102).

Studies on the role of feedback on the development of writing skills reveal controversial findings as to whether "error feedback helps L2 student writers to improve the accuracy and overall quality of their writing" (Truscott, 1996; Truscott, 1999, as cited in Hosseiny, 2014). As well, Carless (2006, as cited in Carless, 2007) indicates that "feedback is often ineffective, principally because it comes too late for students to use it productively". However, in Hattie (2008), a synthesis of over 800 meta-analyses on the factors affecting school achievement reveals "the average effect-size of feedback was .79, which is twice the average effect of all other schooling effects" (p. 40). Further, Kluger and DeNisi (1996) conclude that "some types of feedback are more powerful than other". In a study by Cortez (2018), it is stated that "if a student leaves high school having rarely or never received positive feedback on their writing, this experience may lead them to construct themselves as a "poor writer," and they'll carry this identity beyond graduation" (p. 6). This implies that a lack of feedback might have long-term effects on the achievement and thus perception of learners concerning writing.

To capitulate, controversial findings might be a signal that feedback is a situated act, not independent from multiplicity of factors. This is verified by Gibbs and Simpson (2004, as cited in Carless, 2007): “Feedback in itself may not promote learning, unless students engage with it and act upon it”. Furthermore, in line with relevant literature, Hattie and Timperley (2007) illustrate a framework for evaluating feedback. There are four levels of feedback in it, each incorporating a varied amount of effort and performance while realizing them: Task, process, self-regulation and self-level.

2.4.1 Feedback as task (Level 1).

The type of feedback, termed as task, is related to whether or to what extent a writing task is understood or not. Hence, the emphasis is on the form or structure or more specifically on how the structure will be built upon.

An example (Hattie & Timperley, 2007, p. 90) is given below.

“You need to include more about the Treaty of Versailles.”

2.4.2 Feedback as process (Level 2).

The type of feedback, entitled as process, purports to track the changes in producing a writing piece through close and frequent examinations. Following Flower and Hayes (1981), teachers giving process type of feedback are inclined to believe that a written product is the amalgamation of specific and several stages, each of which feeds on the other. Therefore, a lack of guidance through feedback in one of the stages of writing may render failure in obtaining the final outcome.

An example (Hattie & Timperley, 2007, p. 90) is given below.

“This page may make more sense if you use the strategies we talked about earlier.”

2.4.3 Feedback as self-regulation (Level 3).

This type of feedback called Self-regulation is an indication that the aim of giving feedback is actually to foster autonomy. Students are normally supposed to extend their use of a certain information in one setting to others where there is no outside support. This is why, in this type of feedback, the route to more accurate or appropriate use of language is aimed to be shown rather than a direct answer or instruction.

An example (Hattie and Timperley, 2007, p. 90) is given below:

“You already know the key features of the opening of an argument. Check to see whether you have incorporated them in your first paragraph.”

2.4.4 Feedback as self (Level 4).

Though studies on motivation yield contradictory results as to whether motivation is directly linked to achievement, in many educational settings, it is considered as the responsibility of teachers to sustain and maintain learners’ motivation. Not exceptionally, when giving feedback, teachers might prefer using hedging devices or a kind of language that is heartening.

An example (Hattie & Timperley, 2007, p. 90) is given below.

“You are a great student.”

On the other side of the coin, feedback can be considered as an external constraint on developing writing skills but it can also act as a magnifier through which a learner can expand his/her understanding of writing. Hence, those who provide feedback should “make sure that temporary scaffolding does not become permanent crutch” (Kumaravadivelu, 2012, p. 72).

Echoing Ivanič (1998), “bringing identity explicitly onto the agenda in the learning and teaching of writing transforms it from a local “fix-this-essay” undertaking into a much more broadly conceived project” (p. 338). This said, it is possible there is reciprocity between the

feedback-giving behaviors of teachers and learning outcomes of students in writing classes. The rationale is that “feedback on its own would not be sufficient for learning to be achieved for it does not guarantee that the student would take action to foster their learning” (Beltrán, 2014).

All in all, in this study, teachers’ written feedback on writing practices of EFL learners gauged through a model of feedback developed for the purpose of this study was reflected upon via methodological rigor.

2.5 Critical Pedagogy

It has been a common thought in ELT field of research that an approach, technique, or a method can be well-suited for a group of learners but not for others. Based on this idea, many research studies sought to find the best way of reaching an educational target. However, as Burr (2015, p. 2, as cited in Abegglen, Burns & Sinfield (2016) rightly says “a critical stance toward our taken-for-granted ways of understanding the world and ourselves” is a need. However, teaching and learning have been dealt with as if they could be adopted to every need of every learner in the same way, which seems not possible. The underlying logic is that every individual has their own choices and related consequences. Yet in time, shifts in ontological and epistemological understanding of teaching and learning have rendered changes in methodology, that is, how they could be realized effectively and efficiently.

An evidence might be that in recent years research in education is not overwhelmingly quantitatively-oriented, which means less participants but more collaborating teachers and/or students are taking part in studies in order that they could find what is better for them but not best. The idea concurs with what Hatton and Smith (1995) second: “Actions and events are not only located in, an explicable by reference to multiple perspectives but are influenced by multiple historical, and socio-political contexts” (p. 19). Taking into account different contexts

and different qualities of each can help have a better understanding of the individual events, which are actually the results of differing cognitive and affective attributes.

Though situations change, some prototypes of teachers or learners do not change much. For example, in most settings if not all teachers give and learners take, a reference to the “the banking concept in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits” (Freire, 1970, p. 72). In this method which is quite conventional, there is a fixed product that should be reached after certain steps have been taken. What is interesting is that those steps or the route they follow do not change much. To illustrate, many writing teachers are ideally giving feedback in abundance to students so that they can practice better the next time they thrive. Yet, students might not espouse that feedback and not write the exact way they are required to.

Following the abovementioned method, even feedback on written practices can be provided in a monotonous manner. Or it can be tailored to the needs of individual learners. This is the reason why looking through the lens of critical pedagogy is important. If we contextualize feedback or any information we would like to convey, then it can be internalized by the learner as she/he would think the input is centered on her/his very needs. The antidote of “the banking method” then is “problem-posing method” (Freire, 1970) in which not only teachers but also learners are active participants.

Further, two features are among leading features of critical pedagogy: Dialogic reflection and autonomy.

2.5.1 Reflectivity.

“The ability to take charge of one’s own learning” or autonomy (Holec, 1981, p.3) necessitates one’s contemplation over the “discrepancy” between “what they believe they do and what they actually do” (Williams & Burden, 1997, p. 54). The kind of thinking that is evaluative and

critical is called reflection defined as “the ability to interpret a task or problem from a number of standpoints rather than a single view” (Roberts, 1998). Considering upon the actions that did happen and upon those that haven’t yet might make a teacher think within less restrictions but with more opportunities as “there is more than one way to frame every problem” (Zeichner & Liston, 1996 p. 9).

Having a key role in moulding teaching and learning, reflection has its own characteristics. Based on the “criteria for the recognition of evidence for different types of reflective writing”, there are four types of reflection (Hatton & Smith, 1995):

- Descriptive writing: “Description of events that occurred/report of literature. No attempt to provide reasons/justification for events” (p. 19).
- Descriptive reflection: “Reflective, not only a description of events but some attempt to provide reason justification for events or actions but in a reportive or descriptive way” (p. 19).
- Dialogic reflection: “Demonstrates a "stepping back" from the events/actions leading to a different level of mulling about, discourse with self and exploring the experience, events, and actions using qualities of judgments and possible alternatives for explaining and hypothesizing” (p. 19).
- Critical reflection: “Demonstrates an awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by multiple historical, and socio-political contexts” (p. 19).

Based on the assumptions, reflectivity brings such as more autonomy and meta-cognitive awareness towards one’s own tendencies and preferences. Therefore, it is clear that particularly dialogic and critical reflection might enlarge the scope of feedback and its possible outcomes.

2.5.2 Autonomy.

Defined by Apple (2011) as an ‘ability’ or a ‘capacity’ for self-directed learning, autonomy is critical for learners’ becoming agentive in their own education. Considering autonomy on a continuum, with being totally dependent on instructors on one end, and being totally independent from instructors on the other end, it could be said that the level of autonomy can be regulated through the use of feedback on learning practices.

As a mechanism for improvement, feedback is or should be sustained in accord with the very needs of learners. Echoing Little (1995, p. 176) “the importance of learner autonomy is sometimes explained in terms of a positive relation between present and future learning”. Therefore, if it is provided through “not pseudoparticipation, but committed involvement”, then “the students are no longer docile listeners but are now critical co-investigators in dialogue with the teacher” (Freire, 1970, p. 81). Therefore, mediated knowledge between learners and teachers may transform learners’ involvement process into engagement and then into dedication to the care of their own development in time. In other words, learners can regulate their learning experiences through self-monitoring which is by far done by teachers within a traditional education system. In a more contemporary context though, “the teacher is seen as a facilitator and an active participant in the learning community rather than an expert passing on knowledge” (Cotterall, 1995).

From the standpoint of Freire’s (1970) metaphor of “problem posing” model, learners are well aware of their acts and their possible consequences as “there is no contradiction between students and teachers” (p. 79). It is worthy to note that communication between a teacher and a learner can help enhance the depth of understanding as “dialogue is more important to autonomy than structures” (Cotterall, 1995, p. 226).

Echoing Berger and Luckmann (1991) “identity is a phenomenon that emerges from the dialectic between individual and society” (p. 195), it can be said that learner as the individual and the teacher as the society might help co-construct their identities by the use feedback. This way, feedback can be considered as the tool of such social interaction. Still, it is the social product itself emerging on the basis of reciprocity. According to Scharle, & Szabó, (2000), the stages that should be taken before/while gaining learners autonomy include:

- “Raising awareness”
- “Practicing the skills introduced at the previous stage”
- “Transferring roles to the learner.” (p. 9)

Thus giving chances or freedom to students particularly for the purpose of a better writing could reshape how they deal with their own process.

Apart from the abovementioned studies, for the purposes of this study, research done in the following fields was reviewed.

- teachers’ attitudes towards written feedback in ESL/EFL contexts
- students’ attitudes towards teachers’ written feedback in in ESL/EFL contexts
- the comparison of ESL/EFL teachers’ and ESL/EFL students’ attitudes regarding written feedback and feedback-giving practices

In order to investigate these three topics, following studies will be discussed.

2.6 Studies Investigating Teacher Attitudes towards Feedback on Student Writing

The effect of feedback in general (Kluger & DeNisi, 1996; Hattie and Timperley, 2007; Hattie, 2009; Hattie & Zierer, 2019) and the effectiveness of corrective feedback in specific (Miller, 2003; Russell & Spada, 2006; Truscott, 2007; Li, 2010; Kang & Han, 2015; Brown, 2016) are the two major fields of research in the field for several decades. Mainly, writing teachers’

attitudes towards written corrective feedback (WCF) concentrate on how teachers conceive feedback, how they practice it and whether there is correspondence between what they believe or claim they do and what they do in practice (Hyland & Hyland, 2001; Goldstein, 2006; Montgomery & Baker, 2007; Goldstein & Kohls, 2009; Ferris, Liu, & Rabie, 2011).

To use feedback as a yardstick to evaluate teachers' understanding of teaching writing, some models have been developed and utilized hitherto. Given there have been changes in the scope of those models in time, it can be said that "in general, these models have gotten both more comprehensive and focused" (Narciss & Huth, 2004), "regarding student responses to feedback" (Lipnevich, Berg, & Smith, 2016), "the context" (Evans, 2013), and "pedagogical aspects of feedback" (Carless & Boud, 2018; Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006). However, according to Wisniewski, Zierer, and Hattie (2020) "developing models, such as the Hattie and Timperley (2007) model, would advance the research, as such models provide a more nuanced view of feedback".

Many studies were also conducted to find out whether direct feedback is effective and it was revealed that "when given in a more explicit and corrective manner (i.e., direct WCF), feedback is more conducive to students' uptake than more instructional WCF (e.g., metalinguistic explanation)" (Shintani, Ellis, & Suzuki, 2014).

Further, in terms of the effectiveness of different types of feedback on grammatical accuracy, Kang and Han (2015) found that "written corrective feedback is effective in improving students' grammatical accuracy in writing, but this effect is mediated by a number of learner factors (e.g., learners' language proficiency) and contextual factors (e.g., educational setting, the writing task)". It is obvious, therefore, that feedback does not stand alone but supported by internal or external factors. In congruence with this finding, Kang and Han (2015) found that "the effectiveness of corrective feedback is influenced by additional moderating variables, such as learners' proficiency, the setting, and the genre of the task".

With regard to a possible mismatch between perception and practice, Lee (2013) found the following finding.

“Most of the Hong Kong English teachers practiced comprehensive WCF (on all grammatical errors) more though they thought focused WCF (error correction on a number of grammatical features) are more beneficial because of various external factors, including work appraisal”.

It is understood that some conditions interfere in teachers’ feedback-giving behaviors, an implication of an incongruence in teachers’ cognition and application.

Besides, in term of writing teachers’ own preferences of teaching practice, many studies have been conducted so that writing teachers’ identities could be understood better. For example, being an idiosyncratic way of expressing oneself particularly in writing, voice is defined by Matsuda (2001) as an impression formed by readers based on discursive and non-discursive features and by the relationship between the writer and reader, expectations of the reader and the social context in which the reading occurs (e.g., to read for grading). This might be tantamount to teachers’ giving feedback before completing a task and assigning a grade and thus the voice in conveying feedback could affect the reconstruction of not only teachers but also students’ developing identities. Still these interplays or “relationships are neither simple, static, nor predictable although some relationships between assessment and various aspects of writer identity exist” (Tardy, 2016).

Though writing seems to be an individual act, it is also a shared act in nature thus collaborative. Relying on Social Constructivism (Dewey, 1938, 1991; Freiri, 1970; Vygotsky, 1978; Storch, 2016) defines collaborative writing as “the shared ownership of the text produced, with all co-authors sharing in the decision-making and responsibility for the entire text”. The underlying proposal is that “writing completed collaboratively may provide language learning

opportunities than solitary writing” (Storch, 2016). Given that feedback is a recycled process, the effect of “peers and teachers in giving feedback while writing collaboratively” is not expected to be one-shot but “immediate and throughout the writing process” (Hirvela, 1999; Storch, 2002, 2009) in collaborative writing. This can be seen as a call for comprehensive studies that “go beyond a quantitative analysis of learners’ interaction so that the human dimension of interaction is brought to the fore” (Storch, 2016).

To the knowledge of the researcher, though there were many studies that concentrate on the points discussed so far, the following studies have been conducted very recently. They mainly focus on such issues as feedback, teacher attitudes and practices and seem to bear more explanatory results. The studies classified under ESL and EFL context follow.

2.6.1 Studies in ESL context.

First of all, with regard to the difference between focus (what feedback is about) and manner (how it is conveyed) concerning feedback, Jakobson (2022) investigated the practices of teachers in terms of written feedback given on L2 writing tasks. The participants were three teachers with their Swedish students (with males and females) (N= 12) in an ESL context and the data collection method was a feedback analysis model which was developed for the purpose of this study. At the core of the study were two concepts: focus and manner on which Jakobson (2022) said: “Unlike previous models in L2 contexts, in this study feedback is divided into two main areas, focus (what the teachers comment on) and manner (how the comments are given)”.

Further, the data came from the participating teachers’ written comments on 60 texts from 12 of the students and were analyzed. However, “the central focus of this study concerns the analysis of written comments and not corrections in the text” (Jakobson, 2022). The comments were classified under focus or manner and further sub-categories were detected later on. While coding the recommendations by Strauss (1997) and Corbin and Strauss (1990) models were

used. After organizing the comments into the main area, focus, “categories such as Content and Organization, Language Accuracy and Reinforcement of Learning Materials were adopted from previous studies (e.g., Hyland, 2001; Montgomery & Baker, 2007)” (Jakobson, 2022). Besides, one of these subcategories, Language Accuracy, was itself found to consist subcategories as “Vocabulary, Grammar, and Mechanics, which are adapted from Montgomery and Baker (2007) and Lee et al. (2018)” (Jakobson, 2022).

In Jakobson’s study, in terms of the other major title of the model, manner, “studies by Ferris et al., (1997) and Ferris (2007)” were taken as a model. The manner part was “partly based on the categories Giving Information, Suggestions (in the form of questions, statements and imperatives/commands), Praise and Criticism” (Jakobson, 2022).

All in all, the model used to code teacher written feedback was adapted from previous studies though the data made it possible to reveal new categories of feedback in addition to the existing ones. On the other hand, the major finding of the study was that some new sub-categories were found in relation to both categories: focus and manner. In the former (focus), “five new sub-categories were identified within language accuracy” and in the latter (manner), the newly-found categories were “politeness, and reinforcement of learning outcomes”. Also, the participating teachers gave intensive feedback regarding the accuracy of language (focus) but also provided a range of alternatives or suggestions (manner).

Specifically, the *focus* part consisted of the following sub-categories.

“1. Content, 2. Organization, 3. Language Accuracy (a. Grammatical structures, b. Vocabulary, c. Spelling, d. Mechanics, e. Language in General), 4. Reinforcement in Language Outcomes, 5. Reinforcement of Learning Materials, 6. No focus: general concerning writing, 7. Other comments” (Jakobson, 2022)

The *manner* part consisted of the following sub-categories.

“1. Information (a. Giving information, b. Asking for Information about the content, 2. Specific Criticism, 3. Suggestions (a. Statements, b. Questions, c. Imperatives), 4. Praise (a. Specific praise, b. General praise), 5. Politeness” (Jakobson, 2022)

Next, a study by Chen and Liu (2021) aimed to find out “the effectiveness of corrective feedback (CF) from Chinese second language (L2) teachers to their students” and “three aspects were at the core: teachers’ perceptions of CF effectiveness, factors affecting it, and their interplay.” 11 teachers who participated in the study were observed and (stimulated-recall and semi-structured in-depth) interviews were conducted with eight of them. According to the results, “teachers’ main criterion for effective CF is raising students’ awareness of the error and factors affecting teachers’ perceptions of CF effectiveness can be direct (i.e., error, teaching focus, audience, learners’ individual difference, teaching experience and class time) or indirect (i.e., empathy, cultural stereotypes and learners’ emotions)” (Chen & Liu, 2021).

2.6.2 Studies in EFL context.

A recent study in and EFL context, aimed to find out (Purnomo, Basthomi, & Prayogo, 2021) EFL teachers’ perceptions and their real-time feedback-giving practices with regard to their EFL students’ errors in writing tasks at a university. The participants were 80 EFL writing teachers who filled out the questionnaire distributed online and the data collection method was an online survey conducted among EFL teachers. The questionnaire consisted of both close-ended (using Likert-scale) and open-ended items so that the responses to the latter could support those of the former. The items in the questionnaire were written for the purpose of the study and the validity and reliability of the items and the questionnaire as a whole were confirmed by the use of required statistics including Cronbach’s alpha.

The major finding of the study by Purnomo et al. (2021) was that “the majority of teachers believed that it is valuable to provide and vary the strategies of written corrective feedback”.

As well, in general teachers used direct and indirect feedback and it was not very common that “they provided corrections in all aspects of errors and reformulation” (Purnomo, et al., 2021).

Based on research findings and teachers’ practices in the field, it is a general acceptance that teachers’ perceptions or attitudes towards feedback do not match their feedback-giving behaviors. In this study, however, “Indonesian EFL university teachers’ perspectives in the written corrective on students’ writing errors highly correlated with their actual applications” (Purnomo, et al., 2021). This said, there seems to be no gap between what teachers said and what they actually did.

Furthermore, another study focused on written corrective feedback (WCF) in an EFL setting and aimed to find out “the alignment, if at all, between teachers’ beliefs and practices regarding the provision of WCF on the students’ EFL writing” (Trabelsi, 2021). This study also incorporated another part that focused on a comparison of teachers’ and students’ responses. It will be discussed in the relevant section (2.8 Studies Comparing Teacher Attitudes and Learner Attitudes towards Feedback on Writing)

The participants of the study were nine writing teachers and their 75 students. Students’ writing class portfolios and writing texts were selected and used in accordance with the purpose of the study. The data collection methods used to respond to two research questions were “semi-structured interviews, classroom observation, student text analysis” (Trabelsi, 2021). To go more into detail, semi-structured interviews were done with nine participating teachers; classroom observations were conducted in an unstructured manner so that details as many as possible could be detected; the number of student portfolios was 54, and the texts selected (i.e. paragraphs, essays) were 90.

In analyzing the texts, the number of errors encountered and given feedback units accordingly were counted. For validity purposes, the coding process was reiterated for all the data obtained

from different tools. Apart from that, no formation and validation process were mentioned so that the tools or how they were implemented could be safely used in further studies.

The major findings are given below.

- “More areas of misalignment than alignment between the teachers’ beliefs and practices related to WCF are found.”
- “The areas of misalignment are related to the writing of praising comments, redrafting, the amount of feedback, the explicitness of feedback and the focus of feedback.”
- “The areas of alignment are related to the identification and the correction of errors” (Trabelsi, 2021).

The purpose of another study conducted in an EFL context is to investigate “novice writing teachers’ espoused written feedback beliefs and their actual practices in Chinese tertiary EFL writing classrooms” (Cheng & Zhang, 2021). The participants were four EFL teachers not yet having experience in teaching. Their feedback on students’ papers were evaluated so that the scope and focus of their feedback could be revealed.

Moreover, the data collection methods were semi-structured interviews and writing products of learners. The major findings were:

- “Participating EFL teachers adopted a comprehensive approach to feedback provision, and were most concerned with errors in language, particularly grammar”,
- “These teachers almost reached a consensus in their beliefs about feedback scope and feedback focus, but they held varying beliefs about feedback strategies” and
- “Their beliefs paralleled their practices in feedback scope, but teachers’ beliefs and practices mismatched with regard to feedback focus and feedback strategies” (Cheng & Zhang, 2021).

The abovementioned studies as reviewed and discussed focused on the following issues: “the practices of teachers in terms of written feedback given on L2 writing tasks the difference between focus and manner”; “the effectiveness of corrective feedback”; “EFL teachers’ perceptions and their real-time feedback-giving practices with regard to their EFL students’ errors in writing tasks at a university”; “the alignment, if at all, between teachers’ beliefs and practices regarding the provision of WCF on the students’ EFL writing”; “novice writing teachers’ espoused written feedback beliefs and their actual practices in Chinese tertiary EFL writing classrooms”. (Cheng & Zhang, 2021).

All in all, to the knowledge of the researcher, the following points were considered as missing as research content with regard to teacher attitudes towards feedback on student writing.

Particularly, some issues in line with the development of the questionnaires to measure feedback quality or to investigate teacher/student attitudes caused the content to be fuzzy. Also, due to the inadequacy in the number and scope of studies mentioned above, types of feedback other than focus and manner need to be investigated and the types of feedback other than direct and direct should be dealt with. Writing teachers’ identities were researched and even modeled in earlier studies but its possible relationship with written feedback only was not investigated as much as identity, writer identity, teacher identity and writing teacher identity.

Moreover, Bitchener (2012) summarized findings from written corrective feedback studies and argued that “future research should consider varying the pedagogical factors (e.g. the number of feedback treatments students are given) and examine student uptake from a sociocultural perspective”.

As a matter of fact, the triangulation of data tools with regard to feedback analysis of papers is a need together with more details concerning the validation process of the data collection tools

be they qualitative or quantitative. When questionnaires are adapted, for example, adaptation steps are supposed to be explained in more details.

As well, the quantitative paradigm of the data collection and analysis in those studies need to be strengthened as rigor in research is highly significant for the results to be valid not only for a limited group but a greater number of individuals. To this end, pilot studies regarding the development of questionnaires should be conducted and reported so that the improvements of items could be understood better before the actual implementation of the scales.

Qualitative aspect of studies must be stronger, as well. That is, quantitatively analyzed data might be elaborated upon by means of qualitatively analyzed data for which some tools are needed such as interviews, narrative journals or memos. For example, according to a Chong (2019), “only 9 of the 41 studies focusing on the beliefs and perceptions of individual teachers and students towards WCF included interviews as the research method/one of the research methods (e.g. Ferris et al., 2013; Han et al., 2015; Junqueira et al., 2015; Lee, 2004; McMartin - Miller, 2014)”.

To fill the abovementioned gaps, in this study following issues were taken into close account.

Different types of feedback were at the core of the study, i.e., direct, indirect, motivational. The necessity of feedback under the title of Tolerance of Errors/Ambiguity was also discussed in detail. A possible relationship between the identity of a writing teacher and feedback was also investigated in an in-depth manner.

The number of teachers that participated both in the quantitative part (N= 99) and the qualitative part of the study (N= 11) was quite high when the multiplicity of the data tools and their scope were taken into consideration.

In addition, the analysis of feedback units given on student papers was triangulated with that of the other data generation tools: Critical Reflective Memos, Analytic Memos, Semi-structured

Interviews. Art-based self-reports in the form of Graphic Elicitations were also used. Yet, no data collection tool was adapted from earlier studies but developed for the purposes of this study from scratch.

The data that came from the questionnaires were exposed to a series of analyses including factor analysis and thus theoretically and statistically proved to be valid and reliable. The development of the scales and the other data tools, therefore, was explained in detail with all the steps taken not only in the piloting but also in the main administration process, an implication of rigor in this research.

To iterate, the relationship between teachers' practices via feedback and their perceptions/attitudes regarding those practices are among the pillars of this present study.

2.7 Studies Investigating Learner Attitudes towards Teachers' Written Feedback on Writing

Studies on students' attitudes towards learners' written feedback mainly concentrate on how students conceive feedback, how they respond and react to feedback, and whether they review and revise errors upon feedback (Ene & Kosobucki, 2016; Han, 2017; Junqueira & Payant, 2015; McMartin-Miller, 2014; Simard, Guénette, & Bergeron, 2015). Findings of these studies suggested that ESL/EFL learners showed a preference for teachers' written feedback given in a comprehensive manner, although they acknowledged that such a large amount of feedback does not always lead to successful self-corrections of errors (Ene & Kosobucki, 2016). This might be a recall for a need for resubmission of writing tasks so that feedback given might turn into feedback processed and thus more investment by the learner and by the teacher in the upcoming tasks.

Besides in terms of learners' own preferences of teacher written feedback, many studies have been conducted so that writer identities of learners that is how they identify their writing self

through the lens of teacher feedback, could be understood. To illustrate, some studies show that unless feedback is benefitted then it is not feedback in essence but a cluster of instructions (Boud & Molloy, 2013). This is supported by Lefroy, Watling, Teunissen, and Brand (2015) and Rossiter (2016). In contrast, some others indicate that not espousing feedback is also an option (Lipnevich, Berg, & Smith, 2016; Winstone, Nash, Rowntree, & Menezes, 2016; Hattie & Clarke, 2019).

Moreover, it is commonly thought that “second language writers demonstrate a range of reactions to, attitudes towards, and perceptions of teacher written feedback” (Goldstein, 2016) and categorically, according to students, their teachers’ written feedback is:

- helpful (Clement, 2008; Cohen, 1990; Hyland, 1998)
- motivating (Clement, 2008; Hyland & Hyland, 2006) and
- confusing (Conrad & Goldstein, 1999; Ferris, 1995; Goldstein, 2006).

Nevertheless, some students said “they use teacher written feedback without understanding the reasons behind it” (Goldstein & Kohls, 2009; Hyland, 1998). This could be the reason why “students feel confused by feedback offered in the form of symbols, circles, check marks, abbreviations, and underlinings” (Mahfoodh, 2011; Séror, 2009) as more explanatory commentary could be desired (Ferris, 1995; Clement 2008; Séror, 2009). Such uncertainty also prevails when feedback is “hedged or mitigated” (Hyland & Hyland, 2001; 2006; Conrad & Goldstein, (1999). In contrast according to Ferris (1997), there was “little relationship” between hedged feedback and students’ revision.

Besides, quantitative analyses of studies on EFL learners’ attitudes toward feedback incorporate the comparison of the relative frequencies of types of comments and foci of feedback each student received (Conrad & Goldstein, 1999; Goldstein, 2006; Goldstein & Kohls, 2009) or how usable feedback students received (Hyland, 1998; Goldstein, 2006; Goldstein & Kohls,

2009). Recent studies also showed that “the form and nature of teacher feedback alone does not account for how successfully students revise with this feedback, leading to the need for teachers to their communications with their students” (Goldstein, 2016).

With regard to learner approach to teacher feedback, “quantitative studies aimed to understand what students do with their teachers’ feedback” (Goldstein, 2016). In many, the sum of the feedback given to multiple students was calculated (Ferris, 1997; Sugita, 2006) by multiple teachers (Sugita, 2006) while others have looked at the revisions in only one or a few student papers or drafts (Sugita, 2006; Kumar & Kumar 2010).

The abovementioned studies also included a qualitative perspective “so as to examine what students did and did not revise in response to feedback” (Goldstein, 2016, p. 412). To this aim, several research tools were used however as Goldstein (2016) indicates that hitherto “there are only a few studies that looked at whether or not the shape, wording, focus or content of the comment affects student revision” (p. 415).

To the knowledge of the researcher, though there were many studies that concentrated on the points discussed so far, the following studies have been conducted very recently. They mainly focus on such issues as feedback, student attitudes and practices and seem to bear more explanatory results. The studies classified under ESL and EFL context follow, together with a review of studies in both EFL/ESL contexts.

2.7.1 Studies in ESL context.

A recent study in an ESL context, Indonesia, aimed to investigate the student perceptions and “experiences in dealing with feedback practices” (Nurjanah, 2021) and 75 ESL students at college and English courses participated in the study. Methodologically, the study had a quantitative design and the data collection method was The Responsive Pedagogy Questionnaire (RPQ) with 24 items and a 4-point Likert Scale. Nurjanah (2021) reports that

“the RPQ was originally developed by a research team for use in mathematics in lower secondary schools (Smith et al., 2016, as cited in Nurjanah, 2021) and was adapted for the EFL setting by Vattoy and Smith (2019)”. In this study, the questionnaire was used in an ESL context, though.

The findings demonstrated that “teachers’ feedback practice matters to the students or participants have positive responses toward teacher feedback practices though it depends on the way teachers give feedback” (Nurjanah, 2021).

Further, a review of empirical studies conducted between 2010-2021 incorporated “64 articles appearing in high-ranking journals in terms of research methodology, theoretical framework and main findings” (Yu & Yang, 2021). The aim of this review was to investigate ESL/EFL learners’ responses to teacher written feedback.

Findings revealed that in terms of the theoretical framework of the studies, only “40.62 % of the studies took a specific theoretical framework as a benchmark to build upon” and only “9.37 % of the studies based their research on sociocultural theory of mind” (Yu & Yang, 2021).

Furthermore, the type of methodology employed in those studies was “34 qualitative, seven quantitative, six were mixed design and 17 were eclectic” (Yu & Yang, 2021). In the studies reviewed, the effects of different types of feedback such as direct or indirect, different modes such as computer-mediated or computer-generated, the focus of written feedback such as accuracy or fluency, indirect feedback with/out affective comments were sought for.

The data collection methods in the reviewed articles (N= 64) included “semi-structured interviews with the teachers (N= 9), students (N= 39); learners’ verbal reports (e.g., think-aloud protocols) (N= 10); questionnaire (N= 25); class observation (e.g., field notes)” (N= 10); the content analysis of: written reports (e.g., reflective accounts, written verbalization), writing drafts, peer dialogues, teacher written feedback, peer feedback and/or automated feedback,

questionnaire, teacher-student writing conferences, class documents (e.g., lesson plans, textbooks, grading rubrics, writing prompts, the syllabus, handouts, teaching slides), and other documents (response times, feedback requests and screen recordings) (N= 51)” (Yu & Yang, 2021).

Finally, the major findings of this review were as follows.

- “Regarding the findings on students' preferences for teacher written feedback, it would be useful to investigate feedback types (e.g., directness, focus, explicitness, correction, or other features), and timing (e.g., synchronous or asynchronous feedback).”
- “The complexity of learners' responses to teacher written feedback and influencing factors were detected.”
- “Few studies adopted any theoretical frameworks to examine learner responses to teacher written feedback.”
- “There is a need for longitudinal naturalistic studies adopting mixed methods and some theoretical framework such as sociocultural theory of mind.”
- “The diverse responses among learners at different language proficiency levels and in various sociocultural contexts indicate that future research could take classroom-based mixed-method research design to investigate learner variables”. (Yu & Yang, 2021).

To sum, Yu and Yang (2021) point that “researchers may also be inspired to further explore student responses and the rationale behind them by taking a sociocultural perspective”. This might be considered as one major implication of the review.

2.7.2 Studies in EFL context.

The aim of a recent study in an EFL context (Listyani, 2021) was to investigate the perceptions and reactions of learners’ towards teacher feedback given in writing classes. To this end, 76 EFL Indonesian students who responded to a questionnaire four times for four different writing

classes on a two-year span participated in the study. They were: Research Proposal Writing, Academic Writing, Writing for the Media and Creative Writing.

As for the data collection method, it was a questionnaire with six open-ended questions. The questionnaire was developed for the purposes of this study though no validation process was referenced. For clarifying the answers obtained from the questionnaires, an interview was also conducted with five students.

The study revealed that students held different opinions towards their teachers' feedback, particularly written feedback:

- “favorable (64.47 %)

More than half of the students liked the idea of feedback in writing classes so that their writing quality can increase. One of the participants even told that “she loved seeing her teacher’s handwriting in the feedback” (Listyani, 2021) on her writing task.

- unfavorable (13.16 %)

Three reasons were detected based on the analysis of the student responses to the questionnaire items. They were:

1. “the difficulty of understanding teachers’ handwriting”
 2. “the difficulty to understand the symbols used in marking their papers”
 3. “seeing teacher feedback as threatening”
- and mixed opinions (22.37 %). (Listyani, 2021)

The students in this particular study reported that they were not only content that they receive feedback but also anxious as feedback signals errors. To sum, students preferred direct feedback provided by their writing teachers more and were happy with that however they were intimidated by the use of “glaring red ink” (Listyani, 2021) on their writing papers.

On the other hand, the purpose of another study was to investigate the beliefs of EFL learners concerning teachers' corrective feedback in an EFL setting (Rezalou, 2020) and the participants of the study were 180 male and female ELT students.

The data came from a questionnaire (with a 5-point Likert Scale) including 20 items related to different aspects of feedback. Specifically, it was the "EFL student teachers' beliefs about corrective feedback" questionnaire ($r=0.88$) that was developed by Karavas-Doukas (1996) and was adapted by Agudo (2014)" (Rezalou, 2020). Thus, probably because the questionnaire was considered to have gone through validity and reliability processes whilst being developed and adapted, no extra information was provided in the study.

The findings of the study revealed that:

- "students perceived explicit and implicit correction, form-focused correction, and clarification requests positively"
 - "self-correction was preferable to teacher correction and peer-correction"
 - "they preferred delayed corrective feedback to immediate corrective feedback"
- (Rezalou, 2020).

The abovementioned studies as reviewed and discussed focused on the following issues: the effects of different types of feedback such as direct or indirect; different modes such as computer-mediated or computer-generated; the focus of written feedback such as accuracy or fluency, indirect feedback with/out affective comments; student perceptions and experiences in dealing with feedback practices; the beliefs of learners concerning teachers' corrective feedback; self-correction, teacher correction, peer correction; categorization of students' reactions towards teacher feedback and the factors affecting students' error correction upon feedback.

However, to the knowledge of the researcher, the following points were considered as missing as research content regarding learner attitudes/expectations regarding teachers' written feedback.

According to a recent review of the studies (N= 64) in the last decade (2010-2021), only 35.93 % of the studies had a “mixed” or “eclectic” design and “few studies explored student responses and the rationale behind them by taking a sociocultural perspective” (Yu & Yang, 2021).

On the other hand, the scope of feedback is limited that is mainly direct and indirect feedback is taken into account and only students' responses or reactions were sought for. That is, they were not compared to those of teachers.

In terms of data collection instruments, it can be said that in many settings, they were adapted, thus, not developed and tailored to the purposes of the study. Moreover, when adapted, how the tool was found valid and reliable to serve the purposes of the study remained unanswered though some references to initial development and validation process of the tool were made. Still, for different time and settings, there might occur a need to renew the processes.

To fill the abovementioned gaps, in this present study following issues were reconsidered and applied.

This study focused on the reactions of students not only on direct or indirect feedback but dealt with their attitudes in a more comprehensive manner. The necessity of feedback under the title of “Tolerance of Errors/Ambiguity” was also discussed in detail. In addition to types of feedback (dis)favored by the participating students, how they were conveyed was also emphasized, i.e. the language of feedback, politeness in the wording of feedback.

To go more into detail, as for the quantitative part of the study, an extensive survey was done through a valid and reliable scale conducted with 168 and 539 student participants for the pilot

and the actual study respectively. The number of the students who participated in the qualitative part of the study was 61, which indicates a plethora of data to serve the aim of the study.

With regard to methodology, a mixed-method design was used, indicating that two different paradigms, quantitative and qualitative, were employed to increase the reliability of the research. While doing so, the data tools were triangulated. That is, in addition to the scale developed for the purpose of this study, Semi-structured Interviews, Critical Reflective memos, Analytic memos and an art-based self-report, Graphic Elicitations were used. Finally, within each block of studies (quantitative and qualitative), the triangulation of the analyses was realized. Moreover, the statistical mining of the student scale went through a rigorous process.

Hyland, Nicolás-Conesa, and Cerezo (2016) suggests that “further research could shed light on how different modes of feedback can best contribute to the overall development of L2 learners as independent reflective writers in a wide variety of contexts”. Following this suggestion on research, this doctoral study revealed students’ attitudes towards teacher feedback on writing skills, and how they responded and reacted to them were among the pillars of this study.

Finally Mao and Lee, 2022 (EFL) investigated “the potential of sociocultural theory (SCT) for theorizing the notion of L2 student engagement with written feedback and furthering research on the topic”. The study suggested that L2 writing is built upon through an incremental process, or through “student engagement with written feedback as a sociocultural phenomenon” (Mao & Lee, 2022). Particularly, students are recommended to be exposed to written feedback for multiple times and for a long time. Therefore, Mao and Lee (2022) second that “mixed method and multi-method research integrating qualitative and quantitative methodologies would be a valuable addition to this field.”

2.8 Studies Comparing Teacher Attitudes and Learner Attitudes towards Feedback on Writing

Studies on writing teachers' and students' attitudes towards feedback mainly concentrate on how both parties conceive feedback (Cohen, 1990; Radecki & Swales, 1988; Cohen & Calcavanti 1990; Hedgcock & Lefkowitz 1994; Ferris, 1995; Montgomery & Baker, 2007), how they practice it (while giving and receiving) and whether there is correspondence between what teachers provide as feedback and what students do with it in practice (Ferris, Pezone, Tade, & Tinti, 1997; Sugita, 2006; Montgomery & Baker, 2007; Goldstein & Kohls, 2009; Ferris, Liu, & Rabie, 2011). Studies also tap the congruence between teachers' feedback-giving practices and the degree of students' espousing feedback on their writing outputs (Sugita, 2006; Kumar & Kumar, 2010; Ferris, Liu, & Rabie, 2011)

To start with, in a number of studies (Montgomery and Baker, 2007; Diab, 2005; Lee, 2008; Séror, 2009), "teachers have focused more on error correction and sentence level issues". Reasons might vary however "student expectations or institutional expectations" (Goldstein, 2016) were reported to be among them.

Given teachers and students are likely to adopt different attitudes to feedback, some studies found that "certain aspects of comment form may play a role" (Ferris, 1997; Sugita, 2006). Yet, according to Conrad and Goldstein (1999) "the type of problem identified as needing revision, rather than comment form, was strongly related to how successful the students' revisions were". It can be inferred that in addition to what feedback is loaded with, the way it is conveyed is also important due to the probable variances in the perceptions of teachers and students.

Using different feedback practices may stem from a variety of reasons including "student proficiency levels (Ferris, Pezone, Tade, & Tinti, 1997; Montgomery & Baker, 2007) and teachers' taking into account individual student needs and their perceptions of individual students (Clements, 2008; Hyland & Hyland, 2006; Goldstein & Kohls, 2009; Lee & Schallert,

2008). Having said this, it is easily understood that students have an agentive role in how teachers give feedback though normally teachers are seen as agentive in how students deal with feedback. For instance, though teachers' feedback reflects their philosophies about their roles (Hyland & Hyland, 2001; Lee, 2011), teachers may also tailor their feedback because of experiences with previous students or the same student in previous class (Goldstein & Kohls, 2009; Hyland & Hyland, 2001, 2006).

On the other hand, students might adopt differing attitudes as to how they will deal with teacher feedback. According to Wang and Li (2011), "while some students expect teachers to provide feedback and support for all aspects of their writing, others see themselves as partners with their teachers". On the other hand, it is not improbable that "some students make critical decisions about which feedback they will use and why" (Tardy, 2006; Kumar & Kumar, 2010; Mahfoodh, 2011). Such a critical point of view might have stemmed from some factors including

- "unwillingness to critically examine one's point of view" (Conrad & Goldstein, 1999)
- "feeling that the teacher's feedback is incorrect" (Goldstein & Kohls, 2009)
- "resistance to revision" (Enginarlar, 1993; Radecki & Swales, 1988)
- "a distrust of the teacher's content or language knowledge" (Lee & Schallert, 2008)
- "mismatches between the teachers' responding behaviors and the students' needs and desires" (Hyland, 1998)
- "individual students' perceptions of and reactions to the teacher and the students' relationship with the teacher" (Goldstein & Kohls, 2009; Lee & Schallert, 2008).

This point is important in that students' being critical towards teachers' feedback might in the end affect the quantity and quality of feedback teachers would provide. Thus, such criticism might have a washback effect on subsequent use of feedback practices. In other words, as Goldstein (2016) claims, "students' reactions to their teachers' feedback practices may then

influence how they use their teachers' feedback, which in turn can influence how the teacher gives feedback".

Selvaraj, Azman, and Wahi (2021) conclude that "although teachers' feedback played a significant role in helping students improve themselves academically and in motivating them to become independent, feedback, particularly in written form, could negatively influence or impede learning". This suggests that the innate aim of teachers' providing feedback and students' making use of it might not accord with. What is more, according to Anne and Hazita (2020), "teachers are still doubtful about feedback's potency in academically engaging students". This might recall a fact that teachers' and learners' attitudes towards the same notion, feedback mechanism, could differ due to reasons (un)known.

To the knowledge of the researcher, though there were many studies that concentrate on the points discussed so far, the following studies have been conducted very recently. They mainly focus on such issues as feedback, the comparison of teacher and student attitudes and practices and seem to bear more explanatory results. The studies classified under ESL and EFL context follow.

2.8.1 Studies in ESL context.

In a recent study by Yunus (2020), the correspondence, if at all, between the practices of teachers and expectations of students were researched in an ESL context, Malaysia. Specifically, the aim of the study was three-fold: to find out teacher's practices in marking students' English language compositions (1); to find out students' expectations of teacher's WCF (2); to compare whether students' expectations correspond to teachers' practices of WCF (3).

The participants were 64 ESL students with males and females, whose L1 was Malay, and three writing teachers. The data collection method was a questionnaire with two different sets

corresponding to teacher and student preferences as this is a survey research. “The questionnaires were adapted from two pieces of research conducted by Lee (2008) and Amrhein and Nassaji (2010), which examined the same research content” (Yunus, 2020). The questionnaire adapted to investigate student preferences incorporated three parts. They were personal background, students’ preferences, and teacher’s practices

The questionnaire adapted to investigate teacher questionnaire involved two parts with sub-sections. They were teacher’s background and teacher’s practices and preferences (frequency of feedback, types of feedback, follow-up action after feedback, types of errors). In addition to “the close-ended questions such as yes-no questions, ranking scales, multiple-choice and Likert-scale items” (Yunus, 2020) serving as quantitative data, open-ended questions were also used to gather qualitative data. The aim was to make data collected quantitatively more meaningful by the explanations of the participants via open-ended questions.

It can be summed therefore that mainly the types of questions be they close-ended or open-ended in the same data collection tool, the questionnaire, indicate that the study has a mixed-methods design. Yet, despite the triangulation of the data, no triangulation of data collection tools was detected. That is, there was not much variability apart from the questionnaires for teachers and students.

The major finding was that both teachers and students believed in the benefit and effect of written corrective feedback on students’ progress in writing. Another important finding was that direct and specified feedback was preferred more than indirect feedback by the participating students.

On the other hand, teachers’ and students’ preferences diverged regarding “the amount, type, and necessity of the feedback” (Yunus, 2020). The amount of feedback demanded by students did not match the amount teachers could provide. Therefore, teachers and students were

recommended that they do some adaptations to increase the effect of feedback available within that context.

The aim of another more recent study was “to measure the effectiveness of written feedback strategies” (Facullo, 2022). To this end, a comparison was made to find out the differences between the perceptions of students and teachers, if at all.

The participants were 365 students and 15 writing teachers in an ESL context, Philippines and methodologically, the study is a survey research with a quantitative design and the data collection tool was a questionnaire with close-ended items. It was “based on the article given by Teacher Tool Kit as Marking and Feedback Strategies, and the research of Rod Ellis (2008) entitled ‘The Typology of Written Corrective Feedback Types’” (Facullo, 2022). The study consisted of two parts, “different written feedback strategies” and “effectivity of feedback strategies”.

The major finding was that both “teachers and students perceived Delayed Marking, Direct Correctional Feedback, and Indirect Correctional Feedback as the feedback strategies commonly used” and students regarded them “as very effective” with “Color Highlighting as slightly effective” (Facullo, 2022).

It was also found that “teachers employ explicit feedback that gives direction to students when they write and implicit to enhance the analytical skills of students by letting them self-regulation in their writing” (Facullo, 2022).

2.8.2 Studies in EFL Context.

A study by Nanni and Black (2017) aimed to investigate the preferences of teachers and students in written corrective feedback (WCF) particularly “the five categories of feedback: content, grammar, organization, spelling, and vocabulary” (Nanni & Black, 2017).

The participants of the study were 262 students and 21 teachers and students were “in an intensive English for Specific Purposes program” at a university. The data came from two questionnaires (using 5-point Likert scale). “These were adapted from previous research by Amrhein and Nassaji (2010) and Sayyar and Zamanian (2015)” (Nanni & Black, 2017). An open-ended question also accompanied the close-ended items in the questionnaire so that more elaborated responses could be gained. Apart from referring to the initial validation process, no new information was given regarding the validity and reliability of the questionnaires.

The major finding was that “the student respondents perceived that grammar was the most useful category of feedback followed by vocabulary however teachers showed a preference for feedback that focuses on organization and content” (Nanni & Black, 2017). Despite this difference, both parties believed in the importance of the five categories of written corrective feedback, which are “content, grammar, organization, spelling, and vocabulary” (Nanni & Black, 2017).

Furthermore, another study focused on written corrective feedback (WCF) in an EFL setting and aimed to find out: “the correspondence, if at all, between students’ preferences and teachers’ practices regarding WCF” (Trabelsi, 2021).

The participants of the study were nine writing teachers and their 75 students and the data collection methods used to respond to two research questions were “semi-structured interviews, classroom observation, and student focus groups” (Trabelsi, 2021). To go more into detail, semi-structured interviews were done with 9 participating teachers; classroom observations were conducted in an unstructured manner so that details as many as possible could be detected; and the number of the focus group students was 15.

No specific formation and validation process was mentioned in relation to data collection tools so it is not exactly known whether they could be safely used in further studies.

The major findings were given below.

- “There were more areas of congruence than incongruence between the students’ preferences and the teachers’ beliefs and practices regarding WCF and the areas of congruence are related to the explicitness of feedback, the amount of feedback, the source of feedback, and the correction of errors.”
- “The areas of incongruence are related to the focus of the feedback and the writing of praising comments” (Trabelsi, 2021).

With the purpose of understanding the “impact of L2 writing feedback on “writing, writing process, and writers”, Liu and Yu, 2022 (EFL) offered a “multidimensional framework”. It was concluded that feedback as “sociocultural interaction” had a positive effect on the development of each. Specifically, the multi-faceted aspect of feedback, i.e. emotional, interpersonal, and motivational was emphasized.

In the questionnaires that were reviewed and discussed above, the following issues were focused on: teacher’s practices in marking students’ English language compositions; students’ expectations of teacher’s WCF; any correspondence between students’ expectations of written feedback and teachers’ practices thereof; measurement of the effectiveness of written feedback strategies with regard to the differences between the perceptions of students and teachers; the preferences of teachers and students in written corrective feedback in terms of sub-categories such as content, grammar, organization, spelling, or vocabulary.

However, to the knowledge of the researcher, the following issues were considered as missing as research content and thus they need to be further investigated.

First of all, the number of participating teachers is not very high. Second, it was aimed that a qualitative perspective could be gained by adding open-ended items to the questionnaires. This

means other qualitative instruments were not used at all or used among smaller groups such as focus groups.

Next, the questionnaires to reveal learners' perceptions or attitudes were adapted from other studies. Actually, they were told to have been adapted although in many studies there was almost no information as to which steps were taken before using the tool. Given that teaching writing in general and giving feedback in particular are so situated an act, the direct use of tools might decrease the validity of the results in that specific setting.

Students were generally asked about their favorite type of task, its timing and how they should be conveyed, i.e., the language of feedback. However, such critical stance could also encompass other issues of teaching writing and giving feedback.

Feedback is considered as an innate component of writing classes in most studies reviewed. However, at first glance, whether it is an actual necessity could be discussed. Teachers could see it as a must due to institutional reasons and students might see it as a step to take before grading. To this end, more in-depth studies should be done.

To fill the abovementioned gaps, in this study following issues were reconsidered and applied.

The number of the participants in both studies is quite high. That is, the number of the student participants is 539 and teachers was 99 for the quantitative study (actual administration) and the number of the participating students was 61 and teachers was 11 for the qualitative study.

This doctoral study had a mixed-methods design implying that any missing information or unclear expression could be compensated by the data generated from multiple sources. The strength of this study particularly emanates from the triangulation of the data collection tools in qualitative part of the study.

Specifically, semi-structured interviews as well as some other data instruments generated for the purpose of this present study helped identify the reasons why students were (not) content with feedback as it is claimed to be given to their advantage. In other words, this study demonstrated why feedback as an input might not always be conceived as effective on the output.

The need for self-correction, the importance of process writing, a possible relationship between process writing and teachers' avoidance of feedback (Tolerance of Errors/Ambiguity) even where it seems to be necessary were among the issues that might contribute to the field.

To conclude, this study could contribute to the understanding of feedback from the viewpoint of both teachers and students and how they corroborate one another, if at all.

CHAPTER III

THE STUDY

This current doctoral study comprises two parts. The first part aimed to develop and field test two scales, one for EFL writing teachers (henceforth Teacher Scale, abbreviated as TS) and one for EFL students (henceforth Student Scale, abbreviated as SS) learning how to write in L2. These scales based on a revised version of a model previously developed by Hattie and Timperley (2007) tap Writing Teachers' Written Feedback Orientations Scale and EFL Students' Written Feedback Expectations Scale respectively and formed a model of feedback with two dimensions, teacher and student. In the second part, more explanatory data were analyzed in detail so as to elaborate on the possible reasons and justifications of the feedback-related orientations/expectations of the participants. Therefore, more exploratory discussions could highlight the research topics. To sum, three major research questions with seven sub-questions were responded. Specifically, the study aimed to answer the following questions.

3.1 Research Questions (RQs)

RQ 1 Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?

RQ 1a Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?

RQ 1b Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?

RQ 2 Is there a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices? If so, how?

RQ 2a What are the perceptions of EFL teachers concerning their feedback orientations?

RQ 2b What is the nature of feedback that EFL teachers provide on student writing practices?

RQ 3 Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices? If so, how?

RQ 3a What are the expectations of EFL students concerning their writing teachers' written feedback?

RQ 3b Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

RQ 3c Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

3.2 Research Hypotheses and Rationales

RQ 1 There is a possibility that a New Model of Feedback could be generated through the development and implementation of the two scales.

Rationale for RQ 1: The possibility stems from the fact that feedback is a multi-faceted act depending on interrelationships among collaborators and thus a new model might incorporate several different aspects of feedback.

RQ 1a The scale is valid and reliable to assess EFL teachers' orientations towards written feedback.

RQ 1b The scale is valid and reliable to assess EFL learners' expectations towards teachers' written feedback.

Rationale for RQ 1a and RQ 1b: As theoretical, ethical and methodological rigor are strictly implemented in the research, the possibility that the scales are valid and reliable is high.

RQ 2 There is not a relationship between EFL teachers' orientations, and the nature of their feedback on student writing practices.

Rationale RQ 2: There might be a discrepancy between teachers' orientations (perceptions and/or attitudes) and their performances as they might not practice what they utter due to several reasons such as educational background, pedagogical preferences based on individual differences, experience or institutional demands.

RQ 3 There is not a relationship among EFL students' expectations regarding their teachers' written feedback, and EFL teachers' orientations towards written feedback, and the nature of their feedback on student writing practices.

Rationale RQ 3: Learners and teachers might target different goals during writing practices because of their holding different attitudes towards teaching and learning processes in general and writing skills in particular.

A preliminary note is that for the purpose of this study, instead of the 1st person singular, I, the word *the researcher* and the 3rd person singular, *she*, were used to refer to the author of the dissertation. Another point is that the words *student* and *learner* were used interchangeably. Moreover, often the word *questionnaire* was preferred up until all the processes and statistical results were revealed. To refer to the final version of the questionnaires upon a factorial process, the word *scale* was used. To add, no distinction was drawn between a *mistake* and an *error*.

CHAPTER IV

METHODOLOGY

All information with regard to how the dissertation research was conducted with rigor and ethical sensitivities follows.

4.1 Theoretical Framework of the Dissertation

As indicated in Table 1 below, the dissertation is built upon multiple theories and some specified features thereof.

Table 1

The Schematic Representation of the Theoretical Underpinnings of the Dissertation

Theory	Social Constructivist (Grounded) Theory (Glaser & Strauss 1960; Berger&Luckmann, 1966, 1991; Vygotsky, 1978)			
Feature	Process-based Instruction/Learning		Adopting a Facilitative Role in Social Interaction	
Theory	Learning-Oriented Assessment (Carless, 2009)			
Feature	The closing of the Feedback Loops			
Theory	Feedback Theory (Hattie & Timperley, 2007)			
Feature	Task Level	Process Level	Self-regulation	Self
Theory	Critical Pedagogy (Freire, 1970, Pennycook, 2001)			
Feature	Reflectivity		Autonomy	

Feedback can act as a mediator between the idiosyncratic attempts towards writing, such as cognition, and external contributors that help develop it, such as writing teachers. In other words, what is not sufficiently expressed in the cognitive models of writing can be compensated through the emphasis on negotiation and feedback, pillars of social constructivist theory. Nevertheless, it is apparent that there is a dichotomy pertaining to how the effect of feedback in writing is perceived: Feedback is mostly seen as part of a teaching process that is either positive or negative. Yet, there might also be a mid-way: hedged feedback, an alternative way to empower the effect of positive feedback and to soften the probable demotivating effect of negative feedback.

This issue could be examined through an in-depth inquiry of the authentic teaching settings and from several angles to gain a multi-dimensional understanding. Therefore, this study was built upon an eclectic theoretical framework through the use of multiple data collection tools. Still, it is of note that being embedded in a multi-theory approach does not mean fully integrating them but synthesizing the prominent and practical aspects of each.

Now, a brief summary of each theoretical component of the study can be conducive to understand why and how multiple theories serve one central point of inquiry, feedback.

First and foremost, the comprehensive theory underpinning the dissertation is social constructivist approach because it “provides multiple opportunities for students to work in groups; teachers to build on students’ prior knowledge; and encouraging students to take multiple paths to solutions” (Arredondo, 2011, p. 46). This said, the multiplicity of desired outcomes must be stemming from the constant interaction between those who guide and those who wish to proceed.

Recently it has been frequently seconded that demands of each and every learner may not be completely met, which is why, “it is necessary to turn from the concept of learner-centeredness

to the closely related concept of learning-centeredness” (Nunan, 2012). Learning-oriented Assessment is the outcome of a plethora of studies that indicate an active involvement of learners in the process which might help facilitate internalization of the input. In this regard, instead of traditional means of assessment such as pen and paper exam some other tools could be used as a yardstick to measure learners’ abilities such as feedback.

Holding a central position in the study, another important component of the theoretical schema was the Feedback Theory. As all other theories and features thereof are linked to the term feedback in this study, an outcome of a wider conceptualization of feedback was aimed to be revealed.

As well, since learning and teaching are both situated acts and require an awareness about individual and group dynamics, it was decided Critical Pedagogy would fill the missing part in the study. Otherwise, discussions on findings might not have potentially been forward-looking and insightful.

This being said, linkages between the theories were examined to make the focal issues more explicit.

4.2 The Theoretical Base of the Scales

As will be later discussed, for the purposes of the study, a new model of feedback was developed out of two scales. These originally developed scales were based upon a revised model of feedback which stemmed from the Hattie and Timperley (2007) Model of Feedback.

There are some reasons for taking this model as a base to reconstitute a new model. First, the model has been taken as a reference in quite a high number of studies, each of which could be said to have contributed to a better understanding of feedback types and their use. Still, the results of these studies on feedback yielded controversial findings. To add, the studies were mostly conducted among either students or teachers.

Another point to discuss is that the original model or the arguments it put forward have still been being searched upon by different (co-)authors in time and by means of investigations of meta-analyses (Hattie, 2008), (Hattie and Brooks, 2017), (Brooks, Carroll, Gillies & Hattie, 2019), (Wisniewski, Zierer, & Hattie, 2020). This might be an implication that the model has been being improved.

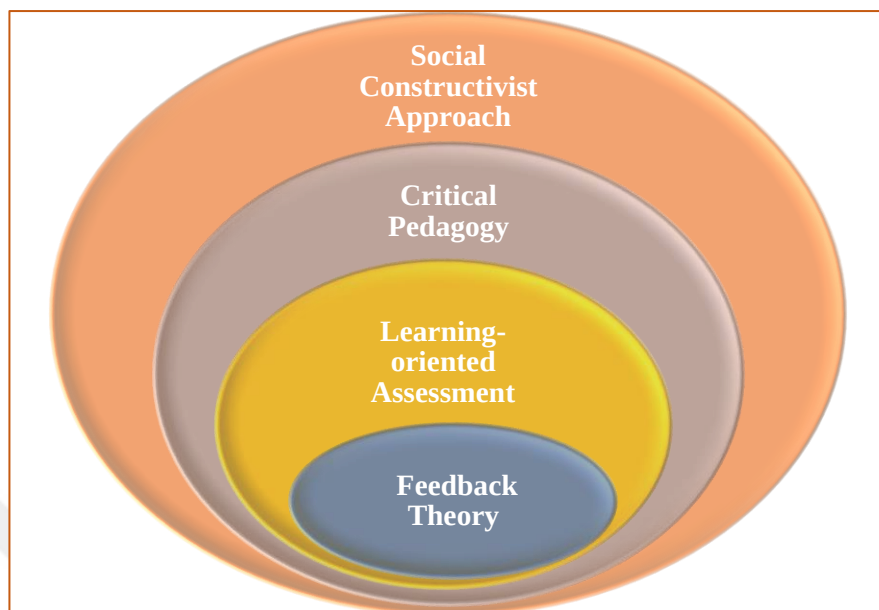
On the other hand, the types of feedback in the model did not seem to meet the purposes of a variety of real-time practices particularly in developing writing skills. Therefore, this study aimed to better see the role of feedback in EFL learners' by narrowing down the content to writing skills only. This is one major justification that the model was evolved into the Revised Model, the initial step to prepare the questionnaire on the perceptions/attitude/expectations of teachers and students regarding written feedback on students' writing practices.

All in all, a new study with a larger scope and perspective regarding feedback types specific to writing skills was needed. Although the original model of feedback was proposed "to enhance learning" (Hattie & Timperley, 2007, p. 87), this new model was developed to aggregate writing skills.

The theoretical underpinning of these two scales, originally developed for the purpose of this study, is illustrated in Figure 1 below.

Figure 1

The Theoretical Base of the Teacher Scale and Student Scale



A circle becoming larger is an indication that the concept is encompassing those smaller. In this respect, social constructivist theory is the most overarching theory in this study, with feedback theory studied in the most detailed and thus complex manner.

4.3 Research Design

This doctoral dissertation, a mixed-method design study, was conducted from both a critical-interpretive (based on a qualitative design) and positivist (based on a quantitative design) epistemological stance, and focuses mainly on the understanding and fulfillment of social constructivist-grounded approach.

Data were analyzed both quantitatively and qualitatively and discussions on whether results overlap were made by means of the relevant literature “to see if the findings confirm or disconfirm each other” (Creswell, 2014, p. 269). The type of mixed methods design used was convergent mixed methods design (Creswell, 2014, p. 281). The rationale was that data were simultaneously collected quantitatively and qualitatively from the same participants and during

similar time periods. Yet, the results were crosschecked and interpreted in a comparative manner so as to find if there was an interplay among findings from qualitative and quantitative research, and if any, to what extent. The research design as well as the number of participants is tabulated below.

To summarize, Table 2 below presents the major parts of the methodology.

Table 2

The Tabular Summary of the Methodology

Research Questions	Participants	Data Collection Methods	Analysis Methods/Types
RQ 1			
Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?	TS and SS Pilot Studies N= 228	EFL Writing Teachers' Written Feedback Orientations Scale (TS)	Frequency Analysis
	TS and SS Main Administrations N= 638	EFL Students' Written Feedback Expectations Scale" (SS)	Reliability Analysis
RQ 1a	TS Pilot Study N= 60	EFL Writing Teachers' Written Feedback Orientations Scale (TS)	Kaiser-Meyer-Olkin (KMO) Test
Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?	TS Main Administration N= 99		Bartlett's test of sphericity
RQ 1b	SS Pilot Study N= 168	EFL Students' Written Feedback Expectations Scale (SS)	Confirmatory Factor Analysis
Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?	SS Main Administration N= 539		Explanatory Factor Analysis

Research Questions	Participants	Data Collection Methods	Analysis Methods/Types
RQ 2			
Is there a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices?	EFL writing teachers working at preparatory programs and at ELT departments (N= 99)	EFL Writing Teachers' Written Feedback Orientations Scale	
If so, how?		Visiting the Settings (N= 5)	
		Critical Reflective Memos (CRMs) (N= 9),	Content Analysis
			Transcribing SSIs
RQ 2a			
What are the perceptions of EFL teachers concerning their feedback orientations?	N= 99 (for the quantitative measurement by the TS)	Semi-structured Interviews (SSIs) (N= 8),	Coding
	N= 11 (for the qualitative evaluation by qualitative data tools)	Graphic Elicitations (GEs) (N= 16),	Writing Codebooks
		Analytic Memos (An-memos) (N= 14) on SSIs and GEs	Theming
			Quantifying the Data
			Frequency Analysis
RQ 2b			
What is the nature of feedback that EFL teachers provide on student writing practices?	N= 55 (Student writing practices with teacher feedback on)	Evaluation and categorization of feedback units on students' writing practices based on the New Model of Feedback	Chi-square Analysis
			One-way ANOVA

Research Questions	Participants	Data Collection Methods	Analysis Methods/Types
RQ 3			
Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices?	EFL writing teachers working at preparatory programs and at ELT departments (N= 99)	EFL Writing Teachers' Written Feedback Orientations Scale	
If so, how?	EFL learners attending a Preparatory program or studying at ELT departments (N= 539)	EFL Students' Written Feedback Expectations Scale (SS)	Content Analysis

		N= 55 (Student writing practices with teacher feedback on)	Transcriptions of SSIs Coding Writing Codebooks Theming Quantifying the Data
RQ 3a			
What are the expectations of EFL students concerning their writing teachers' written feedback?	N= 539 (for the quantitative measurement by SS)	EFL Students' Written Feedback Expectations Scale (SS)	Frequency Analysis Chi-square Analysis
RQ 3b			
Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?	N= 61 (for the qualitative evaluation by quantitative tools)	Critical Reflective Memos (CRMs) (N= 85) Semi-structured Interviews (SSIs) (N= 17) Graphic Elicitations (GEs) (N= 32) Analytic Memos (An-memos) (N= 24) on SSIs and GEs	Mann Whitney <i>U</i> Test
RQ 3c			
Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?			

4.4 The Researcher's Role and Ethical Stance

As a researcher it seemed not possible for me to hold a totally emic perspective, an internal perspective, during the research. The reason is that participants were required to teach actively in a higher education context currently. As I am not a member of a faculty, it was not possible for me to gauge such a natural setting in terms of giving and taking feedback. On the contrary, it was also not possible for me to sustain a purely etic perspective, an external perspective, during interactions with the participants in the sense that data collection and generation period lasted more than a year. This means I as a researcher developed some degree of emphatic feelings towards the participants as they were quite generous to share their sensitivities,

thoughts, positionalities and practices regarding the research topic, which rendered a high level of responsiveness both in a cognitive and affective manner.

However, this does not suggest that the role of me as the researcher was totally equal to that of the participants. As the aim was to elicit potentially rich data, some kind of *hierarchical* position was provided to make the data flow. A sustained rapport between the researcher and the participants, on the other hand, helped mediate between these two roles, emic and etic, that are seemingly at the two ends of a cline.

To add more to the point, my stance as a researcher in this study was to develop a deep understanding of the pivotal issues rather than to interrogate the participants as to why they do what they do. However, some utterances of the participants paved the ground for some critical understanding of the motives behind their preferences be they psychological, social or pedagogical.

All and above, mingling the emic and etic perspectives within a cautious manner through constant reflectivity yielded a balance whilst approaching the issues all throughout as an ethical researcher.

Additionally, central ideas of this study were sensitized through three kinds of perspectives regarding sensitivity:

4.4.1 Historical sensitivity.

The centrality of the research was not contingent upon the personal background of the participants. Yet, some information on their educational background was demanded. This said, this type of information was not something they were hesitant to provide. They seemed comfortable while telling about how they were introduced to writing classes as a student and how they dealt with them as a teacher.

4.4.2 Contextual sensitivity.

This type of sensitivity had an undisputed hegemony in the research process, the reason being the diversity of settings and abundance of situations that the participants supplied information about. To put it clearly, contexts of the research were not only described in an objective way but also from an individualistic point of the participants. To remind, there were both teachers and students in the study and their approaching to the similar issues differently was not spotted once. Therefore, participants' reproducing their own contexts and experiences were paid special regard and sensitized.

4.4.3 Political sensitivity.

Power relations between the researcher and the institutional and academic authorities in terms of getting the consent for data collection navigated the research with ups and downs. In many cases, it was impossible or very difficult to reach officials to introduce the research and demand help. The opposite was sometimes true even though those officials didn't know about the research beforehand. This is why, many preliminary informative emails were written and appointments from the officials were tried to be set. Upon a positive response, the researcher tried to express herself as much as possible within usually the short time given and in the rush of the formal academic settings. It should also be indicated that being an outsider to university settings in terms of her occupation, the researcher was forced to feel that she was in a less (and sometimes least) powerful position and required to fulfill many official and non-official tasks to be able to get consent for data collection. On the one hand, this could sound very normal. On the other hand, there were huge differences on how people (even within the same institution) differed in their (un)willingness to let me conduct the research. Thankfully, generosity of the participants during interactions and understanding attitudes of some officials lessened the intensity of the effects of such strict hierarchical order and conflicts on the formal processes.

The other issues related to how rigor was incorporated into methodology such as validity, reliability and ethical concerns are discussed in the relevant section.

4.5 Participants and Sampling

Terminology for the teacher and student participants and sample size for each type of the studies are detailed in Table 3 below.

Table 3

Terminology for the Participants and Sample Size in Terms of Research Type

RESEARCH QUESTION		TERMINOLOGY	SAMPLE SIZE (N)	
RQ 1	RQ 1a	Teacher Participants (<i>for the Piloting of the Quantitative Study</i>)	60	
		Teacher Participants (<i>for the Main Administration of the Quantitative Study</i>)	99	159
	RQ 1b	Student Participants (<i>for the Piloting of the Quantitative Study</i>)	168	
		Student Participants (<i>for the Main Administration of the Quantitative Study</i>)	539	707
SAMPLING				
RQ 1 EFL teachers and EFL students have been reached via purposeful random sampling for the quantitative study.				
RQ 2	RQ 2a	Teacher Participants (<i>for the Quantitative Part</i>)	88	
		Participating Teachers (<i>for the Quantitative Part</i>)	11	
		Participating Teachers (<i>for the Qualitative Part</i>)	11	
	RQ 2b	Participating Teachers (<i>for the Quantitative Part</i>)	11	
SAMPLING				
RQ 2 Participating teachers for the qualitative study have been reached through purposeful sampling by data chaining for further data.				
RQ 3	RQ 3a	Student Participants (<i>for the Quantitative Part</i>)	539	
		Teacher Participants (<i>for the Quantitative Part</i>)	99	
	RQ 3b	Participating Teachers (<i>for the Qualitative Part</i>)	11	
	RQ 3c	Participating Students (<i>for the Qualitative Part</i>)	61	
SAMPLING				
RQ 3 Participating students for the qualitative study have been reached through purposeful sampling by data chaining for further data.				

As can be seen above, those who participated in the quantitative study (RQ 1) by filling in the questionnaire once were called participant teachers and participant students. In the qualitative study conducted with teachers and students, the level of the participation increased by means of other tools, such as CRMs, SSIs, GEs and An-memos. This is why, they were named as participating teachers (RQ 2) and participating students (RQ 3).

Focal EFL teachers and EFL students were reached via purposeful random sampling for the quantitative study. They all contributed to the study on a voluntary basis. Specifically, participants teaching or having taught writing classes at preparatory programs or ELT departments were aimed to be found out. Still, it was only by chance that they contributed to the study.

Teacher participants, with a mixture of females and males, were working at preparatory programs or ELT departments of state or private universities. All teachers had formerly given or were currently giving academic writing courses at Preparatory Programs or at ELT departments.

Based on their own announcements, the proficiency level of participating teachers C1 or C2, according to Common European Framework for References (CEFR) (Council of Europe, 2001).

Student participants for the quantitative and qualitative study were either Preparatory class or ELT students and they were young adults (males and females). Their proficiency levels were told to range from A2 to B2, based on their teachers' reports.

Details are given in Table 4 below. The age of two teachers was a rough guess based on their teaching experience years. Others were all the exact utterances of the teachers. (*edu* stands for educational, *int* for international, *in p* for in progress, *ELT* for English Language Teaching, *E-LIT* for English Literature, *A-LIT* for American Literature, *TLL* for Turkish Language and Literature)

Table 4*Personal Information on Teacher Participants in the Qualitative Study*

Name-Initials (Pseudonym)	Gender	Age	University of Graduation	Department of Graduation	Medium of Instruction	Education Level	Workplace/ Institution Type-	Teaching Experience	Teaching Writing Experience
PARTICIPATING TEACHERS IN THE QUALITATIVE STUDY									
1. SE	f	42	State	ELT/TLL	English	PhD	State	20	5
2. CE	f	29	State	Trans./American Studies	English	MA <i>in</i> <i>p</i>	Private	5	3
3. DK	m	29	State	E- LIT/Museology	English	MA <i>in</i> <i>p</i>	Private	8	3
4. EM	m	28	Private	A-LIT	English German	BA PhD <i>in</i> <i>p</i>	Private	2	1
5. Dİ	f	36	State	ELT	English	PhD <i>in</i> <i>p</i>	State	14	6
6. US	f	37	State	ELT ELT/Applied	English	PhD <i>in</i> <i>p</i>	State	14	10
7. AS	f	34	State/Int.	Linguistics	English	PhD <i>in</i> <i>p</i>	State	10	2
8. KE	f	28	State	ELT Translation	English English	BA	State	7	7
9. DB	f	34	State	Studies E- LIT/Management	English	BA PhD <i>in</i> <i>p</i>	State	12	10
10. TB	f	39	State	in ELT	English	MA	State	17	10
11. KD	f	25	Private	ELT	English	MA	Private	3	1,5

It is of note that some of the participating teachers finished their MA or PhD studies after data was collected. Yet, the information seen above in Table 4 was not updated as these were the realities of the data collection process.

Table 5 below shows some personal information on the participating EFL students for the qualitative study. All were Turkish native speakers apart from one who is of Kyrgyz origin.

Table 5*Personal Information on EFL Students in the Qualitative Study (N= 61)*

Institution No	Institution type	Gender	Department/Grade	Proficiency	Sample size
1.	State	mixed	ELT 1 st graders, 3 rd graders, 4 th graders	B2	36
2.	Private	female	Preparatory Program A2	A2	16
3.	Private	mixed	Preparatory Program A2	B2	2
4.	State	mixed	Preparatory Program A2/B1	A2/B1	7
Total					61

4.6 Setting

The study was conducted in several settings in Turkey. Specifically, the quantitative study was done at universities in several different cities of Turkey, but mostly in İstanbul, Bursa, and Düzce. İstanbul and Bursa are two of the biggest cities of Turkey in Marmara Region and Düzce is relatively a small city in the West Black Sea Region. On the other hand, data from the qualitative study were obtained from universities (N= 10) in İstanbul (n= 7), Sakarya (n= 1), Bursa (n= 1) and Isparta (n= 1) through several data instruments.

Student participants of both quantitative and qualitative studies were EFL adult students attending Preparatory Programs at Turkish private or state universities and ELT 1st, 2nd 3rd or 4th graders. Unlike a state university funded and managed by the government, a private university is generally funded by student tuitions or gets some financial support of the owner-company or institution. The difference between a private and foundation university was not taken into account in this study.

Writing classes at preparatory programs and ELT departments were compulsory for students for which they were graded at the end of the semester. To add, in some of the universities, writing skills were integrated with that of reading and taught simultaneously.

4.7. Data Collection and Procedures

The doctoral research comprises of three separate but complementary studies each having its own story and thus a time period to cover. Still, the depth of the research incrementally increased from the quantitative to the qualitative.

To be able to conduct both studies, an official consent had to be taken from the Ethical Board of the universities. The consent form for this study from the Ethical Board of three universities were taken. As for the others, email correspondences with the Deans, Department Heads, Faculty Secretaries, Faculty Members, Officials, Teachers, and students, as well as, texting, and phone calls were realized. Finally face-to-face appointments were neatly organized. When required, questionnaires were written via Google Forms to be filled online. It should be noted, in either case, participants were not obliged to be involved in the process, an implication that volunteerism was always emphasized.

Brief information on the timeline of the studies and some additional details are given in Table 6 below.

Table 6
Timeline of Data Collection

Types of Research	Preliminary Communications with Prospective Participants	First Data Received	Last Data Received	Timeline
Quantitative (with EFL teachers and EFL students) (pilot and the main study)	5/10/2019	3/5/2019	07/05/2020	19 months
Qualitative (with EFL teachers and EFL students)	5/10/2019	09/02/2019	13/04/2020	14 months

This section similar to others is classified on the basis of each research question.

4.7.1 Research question 1.

RQ 1 Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?

RQ 1a Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?

RQ 1b Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?

Operationalized through two scales, the data to answer RQ 1 served as a reference to find out the perceptions of EFL writing teachers and learners on the use of feedback in teaching and learning writing skills. These instruments were originally devised for this study and on the principles in the relevant literature with an emphasis on validity and reliability criteria.

Data for the pilot and the main administration were obtained from EFL learners and instructors of writing skills at state and private universities in Turkey. When there was no possibility of face-to-face communication due to time constraints, interactions were done online. As abovementioned, all data collection process for piloting and the second administration of the two questionnaires took 19 months to finalize.

Theoretically speaking, items in the scales were written to be aligned with the major concepts in the feedback model by Hattie and Timperley (2007). In other words, the types of feedback were verbalized as the items in the scale. However, it is highly important to note that the model was not used as it is. To make it more workable and meaningful to the teachers and learners, several subcomponents (N= 10) for original components (N= 4) were added based on the literature and they were field tested twice through the implementation of the scales. In other

words, original components (labelled as “original” in Table) in the Feedback Model were categorized into underlying topics (labelled as “annexed” in Table).

As a result, the scale and thus the Revised Model of Feedback was found out to be valid and reliable. Yet in the new model the categorization of feedback types was different to a certain extent. Therefore, the final version of the model was labelled as the New Model of Feedback. (Please see Results / Research Question 1 / The New Model of Feedback.)

Table 7 below shows The Revised Model of Feedback, the conceptual base of the teacher scale and the student scale.



Table 7*The Revised Model of Feedback Theory*

THEORY: Feedback Theory (Hattie & Timperley, 2007)	
COMPONENT 1: TASK LEVEL (Form based) <i>(original)</i>	
SUBCOMPONENTS <i>(annexed)</i>	1.1. Task Adjustment (comments on how to accomplish a task, ELT specific revisions, e.g. on APA) 1.2. Lexical Competence (vocabulary control) 1.3. Grammatical Competence (grammar and cohesion / the use of conjunctions) 1.4. Orthographic Competence (spelling, capitalization, and punctuation)
ITEM NUMBER IN TS/SS	
1.1. 1	1.2. 2, 3, 4 1.3. 5, 6, 7, 8 1.4. 9, 10, 11
COMPONENT 2: PROCESS LEVEL (Function-based) <i>(original)</i>	
SUBCOMPONENTS <i>(annexed)</i>	2.1. Semantic Competence (congruence of words or expressions at sentence and syntactic level) 2.2. Coherence (Textual Competence) (congruence of expressions or sentences at the textual level; organization)
ITEM NUMBER IN TS/SS	
2.1. 12, 13, 14	2.2. 15, 16, 17
COMPONENT 3: SELF-REGULATION LEVEL (Task- plus Person-based) <i>(original)</i>	
SUBCOMPONENTS <i>(annexed)</i>	3.1. Strategic competence (strategies for error detection and a better understanding) 3.2. Feedforward (ways to better in the forthcoming tasks)
ITEM NUMBER IN TS/SS	
3.1. 18, 19, 20	3.2. 21, 22, 23
COMPONENT 4: SELF LEVEL (Person-based) <i>(original)</i>	
SUBCOMPONENTS <i>(annexed)</i>	4.1. Positive / Negative feedback (ways to express satisfaction or disappointment) 4.2. Hedging (ways to mitigate directive statements)
ITEM NUMBER IN TS/SS	
4.1. 24, 25	4.2. 26
Open-ended Questions	27, 28, 29, 30, (31 only in TS)

The questionnaires consist of three parts.

Part 1 Introduction and Descriptive Information

At the beginning of the form are the title, some brief information on the purpose of the study, ethical concerns such as anonymity and confidentiality and a word of thanks. Questions to obtain personal information on participants come next. A few examples are given in Table 8 below. (Please see APPENDIX A and B for Details.)

Table 8

Exemplary Items in the Descriptive Part of the Scales

Student Scale	Teacher Scale
Please indicate the type and number of writing courses you have taken at university up to now.	Please indicate the type and number of writing courses you have taken at university.
How often do you get written feedback from your writing teachers?	Have you been taught how to give feedback during <i>pre-service education</i> ?
	a. Yes (How?) -----
	b. No
Do you comment on or ask questions to your writing teachers about their feedback on your compositions/essays?	Have you been taught how to give feedback during <i>in-service education</i> ?
	a. Yes (How?) -----
	b. No

Part 2 Evaluative Items (Main Body)

Constitutive to the descriptive part were the items expressed in the interrogative manner. As mentioned earlier, each item stems from a theoretical and sub-theoretical ground. A few examples from SS and TS are given in Table 9 below. (Please see APPENDIX A and B for Details.)

Table 9
Exemplary Items in the Evaluative Part of the Scales

Student Scale	Teacher Scale
I expect my writing teacher to draw my attention to the inappropriate use of conjunctions (and, so, but, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.).	I draw my students' attention to the inappropriate use of conjunctions (and, but, so, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.).
I expect my writing teacher to directly correct the wrong use of conjunctions.	I directly correct the wrong use of conjunctions.
I expect my writing teacher to guide me through notes/questions to reflect upon the overall meaning.	I guide students through written notes/questions to reflect upon the overall meaning.

Part 3 Open-ended Items

Supplementary to the main part were the open-ended items which were written to elucidate some insightful data to back responses to the items in the main body, as shown in Table 10 below. (Please see APPENDIX A and APPENDIX B for Details.)

Table 10
Exemplary Items in the Open-ended Part of the Scales

Student Scale	Teacher Scale
What is writer identity?	How would you define a" writing teacher identity"?
Do you think feedback might have a role in shaping your writer identity? If so how?	Do you think feedback might have a role in shaping your writing teacher identity? If so how?
How would you define the concept of "feedback-supported writer identity"?	How would you define the concept of "feedback-oriented writing teacher identity"?

It should be added that initially the titles of the TS and the SS were Feedback-oriented Writer Identity and Feedback-supported Writer Identity respectively. However, when all findings were discussed and conclusions were arrived at, it was decided that the construct of identity needs a longer span of research with more data on change or evolvement. However, in this study no intervention into the research settings were made and changes, if any, in the attitudes of the

participating teachers or learners were not measured. However, it is apparent that all findings coming from the large amount of triangulated data processed so far could be seen as handy tools to better understand some part of their identities of writing teachers and students as writers, if not all.

In piloted TS and SS, there were 29 items (plus five open-ended questions) with a five-point Likert Scale used. They were written and delivered in English and Turkish with hard-copies in a booklet form or soft-copies via online Google forms.

After the pilot administration, factor analyses were run and items were exposed to a refinement and reduction process accordingly. Thereafter, 26 items (plus five open-ended questions) retained in TS and SS. Three items that seemed not to fit to any pattern or which might have had a problem in wording were reduced. Deleted items in Teacher Questionnaire were:

- Item 2 I provide detailed notes on how a writing task should be done correctly while giving feedback.
- Item 27 I prefer addressing students by their names while giving overall feedback at the end of their compositions/essays.
- Item 29 I use a neutral language while giving feedback, refraining from using terms like ‘you’.

Deleted items in Student Questionnaire were:

- Item 2 I expect my writing teacher to provide detailed notes on how a writing task should be done correctly.
- Item 27 I expect my writing teacher to address me by my name while giving overall feedback at the end of my compositions/essays.
- Item 29 I expect my writing teacher to use an impersonal language while giving feedback, avoiding terms like “you”.

The reason for deleting Item 2 in both scales was that oral rather than detailed written feedback on how a writing activity is to be done is generally preferred by teachers. Item 27 and 29 were deleted because of the quantitative results based on responses in the TS and SS and also qualitative findings based on interactions in interviews. Respondents considered such a

differentiation of addressing someone (or being addressed) with their actual names or with “you” a bit *weird*.

To ensure a clearer meaning, some words and expressions were revised and edited. Following words or expressions were edited after the formal and informal piloting of the questionnaires as they were found too technical to understand or ambiguous in meaning.

- Criticize: It was decided that this word could be understood as something both negative and positive. It was edited as *give negative feedback*.
- Analytic grading: It was considered to be very technical and edited as *evaluate aspects of writing quality (content, organization, grammar, vocabulary, etc.)*
- Holistic grading: It was considered to be very technical and edited as *evaluate the overall quality of writing*
- Clarify: It was edited as *make clear*.
- Correction symbols: It was edited as *correction symbols (✓, X, ?, Gr, Sp, etc.)*].

Finally, the questionnaires were administered for the second time for further improvement. All data were mined to be able to arrive at sound conclusions.

4.7.2 Research question 2.

RQ 2 Is there a difference between EFL teachers’ perceptions of their feedback orientations and the nature of their feedback on student writing practices? If so, how?

RQ 2a What are the perceptions of EFL teachers concerning their feedback orientations?

RQ 2b What is the nature of feedback that EFL teachers provide on student writing practices?

This major research question was responded by finding out the attitudes (RQ 2a) and performances (RQ 2b) of EFL teachers. For the former several instruments were used: the teacher scale, Critical Reflective Memos (CRMs), Semi-structured Interviews (SSIs), Graphic Elicitations (GEs), and Analytic Memos (An-memos). For the second sub-question, the nature of feedback EFL teachers provided on student papers was revealed (as an indication of their performance).

4.7.2.1. Research question 2a

What are the perceptions of EFL teachers concerning their feedback orientations?

EFL Writing Teachers' Written Feedback Orientations Scale

The investigation was done to hold two perspectives concurrently: Quantitative and qualitative. Based on the former, a scale was developed to learn what teachers thought regarding the different aspects of feedback. A qualitative perspective was held using following data instruments to reveal the perceptions of 11 EFL teachers.

Visiting the Settings

Visits were realized to the settings of participating teachers (n= 5) either to give preliminary information about the study (n= 1) or collect data through semi-structured interviews (n= 4). Because of the busy schedule of other teachers (n= 6) communications were made via other means such as emailing and online meetings. During the visits, in addition to the recorded interviews, casual talks on the research topics and relevant issues accelerated the engagement level of the participating teachers.

Critical Reflective Memos (CRMs)

Writing a reflective memo can simply be considered as a way to face our choices and rationales behind them. Yet, the consequence of thinking reflectively can be more significant than itself: Awareness about our behaviors and (latent) thoughts shaping them in the background. Additionally, a critical-reflective memo might be deemed as a strategic tool to find out the gap, if any, between one's perceptions, attitudes, and performances of/about a notion. Doubtlessly, it could have a power of transformation of one's cognitive or behavioral preferences.

Therefore, participating teachers (N= 11) were requested to write CRMs (N= 9) about their thoughts or feelings about the major concepts of the study and what they meant to them as a

language teacher in general and a writing teacher in specific. The reflections were required to be critical in the sense that participants would be interrogative of what they were actually doing and what they should. To help participants write CRMs, they were asked to address the following issues as indicated below. (Please see APPENDIX D for details.)

- their definition / perception of feedback in general and for writing classes
- how they learnt to give feedback
- how they give feedback at present
- their definition / perception of a writing teacher identity
- what constitutes a writing teacher identity
- whether there is a relationship between feedback and a writing teacher identity

To go more into detail, due to some concerns such as time constraint, the possibility that the word *reflection* might not seem very familiar to teachers and the wish to inspire them for deeper but on the track thoughts, some guiding questions were asked. Some examples of guiding questions for teachers follow. (Please see APPENDIX D for details.)

Table 11

Samples of Guiding Questions for Critical Reflective Memos (CRMs) by Teachers

What type of feedback do you provide to your students in writing classes?

What are the driving forces that affect your preferences regarding the type of feedback you give to your students in writing classes?

What is the reaction of your students on your feedback in writing classes?

Does that reaction have a role in your writing teacher identity?

Could you please comment on the following quotations in the light of your lived teaching experiences?

“Identity construction is not simply something that individuals are subjected to but rather something that they too play an agentive role in” (Tardy, in Manchón & Matsuda, eds., 2016).

Could you please evaluate

- factors having affected/developed/transformed your identity as a writing teacher?
 - your thoughts and feelings about being a “Cooperating Research Partner” in a PhD dissertation research and participation of your students in this study as well?
-

CRMs were written in digital form or with pen and paper and participants were free to write either in English or Turkish. Those written in latter were translated afterwards by the researcher.

Semi-structured Interviews (SSIs) and Graphic Elicitations (GEs)

Semi-structured interviews are among the “core forms of in-depth interviewing” (Rubin & Rubin, 2012, p. 31), which are “to be energized by a sense of discovery” (p. xv). The reason why respondents were interviewed in a semi-structured manner was to allow them for room to produce as much data as possible. In the natural flow of an interview, interviewees might prefer giving extra information on the topics to be discussed.

After getting the required official consents, interviews were conducted in the school settings. The participants were already informed about the fact that the interview would be recorded for later analyses if they gave consent only. Before the interview with the teachers, CRMs written by teachers and Feedback Papers were reviewed and some notes were extracted to build a discussion upon them during the interview.

The number of the interviews with the participating teachers (N= 11) in the qualitative study was eight. All semi-structured interviews were audio or visually recorded and conducted in person (n= 4), on Skype (n= 3) or on a social media application (n=1). They were conducted in the language the interviewee preferred, either in Turkish or English or with shifts in both languages. They were translated into English by the researcher afterwards.

When the interview was conducted online, the digital form of the protocol was sent to participants earlier online so that s/he could be informed well. When face-to-face, then hard copy of the protocol was given to the participant to read and to sign the consent form. They were then recollected. For this reason, after the interviews were conducted, the digital protocol was emailed to all interviewees in the event that they might want to learn more about the research. The email was also sent to thank participants for their generosity in providing data.

The protocol incorporated four sections:

1. Introduction

The introductory part comprised the purpose of the study, key words, and the relevant major research question.

2. Consent Form

The next part contained some information written to assure the participants that all data would be kept anonymous and confidential. Some space for signature of the interviewer and the interviewee was also allocated.

3. Interview Questions

In addition to major questions that focus on the main themes of the research, there were also “probes” for clarity of understanding and “follow up” questions for deeper understanding (Rubin & Rubin, 2012, p. 169). On the other hand, interview questions were different for teachers and students though many of them were alike. Having been evaluated in advance, CRMs and Feedback Papers served as a catalyst to form clarification questions. Those questions caused some themes of discussions to come out during the interview and made the interviews more revealing about the focal issues. (Please see APPENDIX F for details.)

Samples of semi-structured interview questions for teachers can be seen in Table 12 below.

Table 12

Samples of Semi-structured Interview (SSI) Questions for Teachers

What is your definition/perception of feedback in general and for writing classes?
Has <i>your identity as a writing teacher</i> affected what you have taught and how you have taught in writing classes?
Has what you have taught and how you have taught have affected <i>your identity as a writing teacher</i> ?
What comes to your mind when you hear a concept as <i>feedback-oriented writing teacher identity</i> ?
Has your feedback up until now improved your students' writing skills?

4. Graphic Elicitation

This final part was the art-based cognitive prompt to trigger schema concerning feedback. Participants were asked to draw a graph, picture, symbol or an emoji in relation to their response to following two prompts. (Please see APPENDIX F for details.)

- Could you please draw your perception of a writing teacher identity?
- Could you please draw yourself as a writing teacher while giving feedback?

After participants drew on the specified concepts or situations, they were asked to comment on them for further understanding. In addition to some follow-up questions, some commentary on the drawings was done by the researcher and concise discussions were fostered on the possible meanings and representations of the graphs. This part caused a better rapport to emerge between the interviewer and the interviewee. These discussions were audio-recorded, as well.

Analytic Memos

Following Wolcott, the researcher wrote analytic memos for each semi-structured interview and graphic elicitation as “nothing becomes data without the intervention of a researcher who takes notes” (1994, p. 4, as cited in Sandelowski & Barroso, 2002, p. 214). They were on the actual atmosphere or the happenings in the research setting. As is widely accepted, a research is bound to its context be it physical or social. This said, memos were conducive to refresh the mind of the researcher and thus to actively make meaning out of the data. Echoing Saldaña (2013), it should be reported that the true purpose in writing analytic memos was “to relate and write about how the researcher personally relates to the participants and the phenomenon” (p. 43) under inquiry.

The researcher took some notes during or after the interviews to elaborate on them afterwards so that analytic memos (N= 24) emerged. For each interview (N= 8) three analytic memos were written: On the SSI itself (N= 8), GE 1 (N= 8) and GE 2 (N= 8). Memos were titled based on the content particularly found notable.

As a summary, types of qualitative data tools used to obtain data from EFL teachers were tabulated below.

Table 13

Types of Qualitative Data Tools Used for Participating EFL Teachers

name-initials (pseudonym)	The number of Feedback Papers	Critical Reflective Memos	Semi- structured Interviews	Semi- structured Interview Duration (min/sec)	Graphic Elicitation	Analytic Memo	Visiting the Settings	Response to TS
1. SE	20	1	1	49.55	2	3		+
2. CE	16	2	1	46.26	2	3	2	+
3. DK	10		1	28.46	2	3	1	+
4. EM	11		1	20.25	2	3	1	+
5. Dİ	8	1	1	71	2	3		+
6. US	9	1	1	46.58	2	3	1	+
7. AS	47	1	1	49.47	2	3		+
8. KE	30	1						+
9. DB	7	1			2			+
10. TB	5		1	43.03		3		+
11. KD	8	1						+
Total	171	9	8	354.6	16	24	5	11

Detailed information on the process of data gathering are also reported. Table 14 below shows when digital/physical data tools were sent and collected from participating teachers.

Table 14*Data Collection Process for the Qualitative Study with Participating Teachers*

Participating Teachers	Critical Reflective Memo 1		Critical Reflective Memo 2		Semi-structured Interviews / Graphic Elicitations	Visiting the Settings
	Sent	Received	Sent	Received	Date	Date
1. SE	10.3.2019	3.4.2019			2.7.2019	
2. CE	9.2.2019	10.2.2019	23.5.2019	9.8.2019	22.3.2019	23.1.2019 22.3.2019 13.5.2019
3. DK					13.5.2019	25.11.2019 13.5.2019
4. EM					13.5.2019	25.11.2019
5. Dİ	27.3.2019	3.4.2019			14.5.2019	
6. US	28.3.2019	28.5.2019			29.4.2019	29.4.2019
7. AS	1.5.2019	22.5.2019			16.5.2019	
8. KE	20.3.2019	23.5.2019				
9. DB	22.8.2019	6.9.2019				
10. TB					16.8.2019	
11. KD	14.12.2019					

It should be noted that data that came from the TS were mostly on the type and manner of feedback. However, the role of feedback on instructing writing skills was more complex, as implied by the earlier studies. Therefore, more in-depth questions were asked such as the possible relationship between feedback and writing teacher identity by means of the qualitative data tools. Yet, as mentioned elsewhere, identity-based studies are recommended to be longitudinal studies. Therefore, instead of using terms such as *Feedback-oriented Writing Teacher Identity* that might sound more technical, a less specified designation such as *EFL teachers' feedback orientations* was preferred while reporting the results to make them more meaningful for the readers.

4.7.2.2. Research question 2b

What is the nature of feedback that EFL teachers provide on student writing practices?

Teachers' written feedback on their students' writing papers was examined to learn about their performances and to find out whether there was discrepancy between their attitudes as measured by the TS and performances as measured by the evaluation of student papers.

From each participating teacher, several writing samples of their students with written feedback on were gathered through hard copies or in digital forms. Teachers provided first or second drafts of their feedback-given papers, in-class writings or mid-term writings. The papers collected differed in terms of genre such as opinion, narration, problem identification, extended definition, compare and contrast, cause and effect, response or reflection.

As for the evaluation, the papers were collected from 11 EFL teachers and five of their students' written practices were selected randomly, 55 in total. Three of the teachers' students attended Preparatory Program, seven of the teachers' students were 1st graders at ELT department, and one of the teachers' students were 1st graders at non-ELT departments. To be as reliable as possible, mostly first-draft papers and with opinion types were selected for the analysis (89.09%). The sources included both soft and hard copies of the samples. The length of the writing tasks was also taken into account meaning much longer or shorter texts were not included in the random selection of the papers.

To add, apart from few that were illegible, all codes, underlinings, symbols such as ticks, and notes, either in full statement, phrases or interrogative form, were categorized under a certain label each referring to a specific type of feedback in The New Model of Feedback.

Evaluation of Students' Papers

As mentioned elsewhere, the benchmark for the evaluation of students' written products with teacher feedback on was the New Model of Feedback. The earlier version, The Revised Model, of Feedback was based on The Feedback Model, Hattie and Timperley (2007), one of the key studies in the ideational development of the study. The rationale behind selecting the model of

feedback by Hattie and Timperley (2007) was that it is multi-layered and incorporates fundamental categorizations of feedback. Further, the underpinnings of the model are in line with those in Flower and Hayes (1981), which “is intended to show the range of potential writing problems a writer could face during the composing process” (Grabe & Kaplan, 1996, p. 114). This implies that writing is not linear but recursive and this process can be dealt more consciously by the help of feedback with layers as in the model by Hattie and Timperley (2007). Therefore, at the outset, it was aimed to find out which level of feedback was mostly/least utilized through the analysis of students’ writings with teachers’ feedback on. The model is shown in Table 15 below:

Table 15

The Original Feedback Model, Hattie and Timperley (2007)

Purpose			
To reduce discrepancies between current understandings/performance on a desired goal			
The discrepancy can be reduced by:			
Students			
- Increased effort and employment of more effective strategies OR - Abandoning, blurring, or lowering the goals			
Teachers			
- Providing appropriate challenging and specific goals - Assisting students to reach them through effective learning strategies and feedback			
Effective feedback answers three questions			
<i>Where am I going?</i>		Feed Up	
<i>How am I going?</i>		Feed Back	
<i>Where to next?</i>		Feed Forward	
Each feedback question works at four levels:			
Task Level	Process Level	Self-regulation Level	Self Level
<i>How well tasks are understood/performed?</i>	<i>The main process needed to understand/perform tasks</i>	<i>Self-monitoring, directing, and regulating of actions</i>	<i>Personal evaluations, and affect (usually positive) about the learner</i>

On the other hand, it was also a priori thought that there might rise a need to adapt the model because the model might not be effective to evaluate kinds of feedback that may not correspond

to such clear distinctions in the model. To illustrate, one type of feedback was “task level” referring to corrective feedback. But in practice, the correction could be at syntax level only or combined with another one at semantic level. Or, in self-type of feedback, mostly positive and negative feedback are dealt with. In contrast, in real-time of giving feedback, a teacher can use hedged or softened expressions. To put it differently, some feedback may be considered to correspond to more than one type of feedback and thus some types might be blended. Hence, the model was revised and some subcomponents were added under each original component. Initially, the evaluation of feedback papers was done based on the Revised Model of Feedback and then it was re-done based on the New Model of Feedback that emerged after factorial analyses of the data coming from the TS.

The evaluation of papers occurred in three phases.

Phase 1 Orientation Process

- The researcher’s self-orientation with the feedback papers

The researcher studied on feedback papers following the theoretical background of the study namely Hattie and Timperley’s Feedback Model (2007) and the Revised Model of Feedback which was being field-tested then through the Teacher Scale and Student Scale.

- Discussions with a professor on feedback papers in three sessions

To gain more familiarity with the nature of feedback papers the researcher had three meetings with an accomplished professor at an ELT department of a private university. Feedback units on several papers (N= 11) were discussed to reach a standardized point for categorization of each feedback unit as reliably as possible.

Phase 2 Interrater Reliability

In the second phase, the aim was to ensure inter-rater reliability. To this end, two face to face meetings with the second rater/coder were organized.

- A preliminary meeting with the second coder

The second coder was orally informed about the theoretical background of the research and the methodology, supported with written documents. This first meeting lasted almost an hour and feedback papers (N= 5) were evaluated.

- The second meeting with the second rater

For the actual analysis, the second coder did an analysis of feedback papers (N= 8) by herself which had been sent previously online. The researcher did her own analysis individually as well. In the second face-to-face session feedback units on papers were discussed via annotated copies of feedback papers. This meeting took 2 hours, 48 minutes and 27 seconds. The rate of negotiation initially reached between the two coders was 84.6 % and finally 100 % after discussions.

It should be added that the analysis done with rater was done based on the Revised Model of Feedback. At the time, the model was being field-tested. After the process was completed, the factorial analyses of the scales revealed The New Model of Feedback. Though, the earlier and the final version of the two models were very similar, in the final version there was a different type of feedback: Type 4 Tolerance of Errors/Ambiguity. Therefore, the researcher examined the papers again and found errors that were not marked by the teachers or ignored. She then labelled them under the category of Type 4 and all the analyses and interpretations were repeated.

Phase 3 Intra-rater Reliability

In the third phase, the aim was to confirm intra-rater reliability or to set the self-consistency of the researcher in terms of analyzing feedback units. The researcher revisited the whole data for at least five times and made the analyses again. The rationale for repeating the analysis process was to warrant standardization for the categorization of each feedback unit under a certain label.

As a consequence, inter-rater and intra-rater reliability were strongly confirmed.

4.7.3 Research question 3.

Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices?

To be able to respond to this major question, three sub-questions needed to be asked.

4.7.3.1 Research question 3a.

What are the expectations of EFL students concerning their writing teachers' written feedback?

EFL Students' Written Feedback Expectations Scale

A scale named as EFL Students' Written Feedback Expectations Scale was developed to grasp the expectations of EFL learners on differing aspects of feedback on which teachers' perceptions were sought for as well.

Similar to the study with EFL teachers, a qualitative study was conducted with EFL learners (N= 61) through several data generation tools, which was helpful to be able to see the different view-points of students and teachers on focal research issues. Details are tabulated below.

Table 16*Data Generation Tools Used in the Qualitative Study on EFL Students (N= 61)*

Institution No	Number of Participating Students	Critical Reflective Memos 39 (18, WEEK 7) (21, WEEK 11)	Semi- structured Interviews	Graphic Elicitations	Analytic Memos
1.	18		9	16	25
2.	18	18	5	10	15
3.	16	19	3	6	9
4.	2	2			
5.	7	7			
Total	61	85	17	32	49

Critical Reflective Memos

A guideline at a conceptual level as in the teachers' CRMs might have seemed confusing to students (N= 61) having produced CRMs (N= 85). Therefore, that part was changed in terms of wording according to the features of the target settings. Similarly, some questions for further guidance were written to make data elicitation easier as learners might not be familiar with writing in a reflective manner. This is why, the number of the guiding questions for student CRMs varied. To understand this, the researcher was formerly informed about the time and energy students might want to allocate to an academic study and their proficiency level by their teachers. Thus, the number of guiding questions was increased or reduced, or the expressions were made easier to understand. Some examples of guiding questions for students follow. (Please see APPENDIX E for details.)

Table 17*Examples of Guiding Questions for CRMs by Students*

How do you receive feedback from your writing teachers?
How would you like to receive feedback? Why?
What could be the determining factor behind your favoring one type of feedback over another, if any?
Would you like your writing teachers to correct your errors directly or to guide you through questions to make meaning clearer?
Do you revise / edit your papers after they have been commented by your writing teachers? If so how?
Do you think you have a writer identity in English as an EFL language?
What do you think might be the factors shaping your writer identity?
Do you think there is “feedback-supported writer identity” for EFL learners? If yes, how would you define it?

Detailed information regarding the data gathering process of CRMs from students can be seen in Table 18 below.

Table 18*Data Collection Process of Critical Reflective Memos (CRMs) by EFL Students*

Data Tool	Students of SM (n= 18)		Students of AG (n=18+21=39)		Students of IU (n=19)		Students of Participating Teacher 2 (n= 2)		Students of Participating Teacher 6 (n= 7)	
	Sent	Received	Sent	Received	Sent	Received	Sent	Received	Sent	Received
CRM 1	19.4. 2019	8.5. 2019	19.4. 2019	27.3. 2019	25.3. 2019	13.5. 2019	24.3. 2019	27.3. 2019	14.5. 2019	17.5. 2019
CRM 2			19.4. 2019	28.4. 2019						

Semi-structured Interviews

Students (N= 17) were interviewed in a semi-structured manner and mostly in person (N= 16).

One of the interviews was conducted via Skype. They were given the choice to be interviewed either in the language they preferred, Turkish or English. Though there were some instances of codeswitching with varying degrees, interviews were done in English, yet, translated by the

researcher into Turkish. Samples of semi-structured interview questions for students follow.
(For the entirety of the semi-structured interview protocol, please see APPENDIX G.)

Table 19

Samples of Semi-structured Interview Questions for Students

How would you like your teacher to give you feedback in writing classes?
 Do you think written feedback by your writing teachers has a role in improving your writing skills? If so what is the extent of it? Is it permanent or only for a short time?
 Do you revise / edit your papers after they have been commented by your writing teachers? If so how?
 What do you think might be the factors shaping your writer identity?
 Do you think there is “feedback-supported writer identity” for EFL learners? If yes, how would you define it?

Details regarding the date of the implementation of the SSIs with EFL students (N=17) are given below.

Table 20

Data Collection Process of Semi-structured Interviews (SSIs) by EFL Students

Data Tool	Students		Students	
SSI	26.4.2019	26.4.2019	1.5.2019	13.5.2019

More details on the interviewees and the interviews themselves are tabulated below.

Table 21*Information on Student Semi-structured Interviews and Interviewees*

Student Interviewee	Gender	Nationality	Teacher	Department	Grade	University	Duration	Means
1. BYZ	female	TR Native	AG	ELT	1st Grader	State	13 min 48 sec	in person
2. ASN	female	TR Native	AG	ELT	1st Grader	State	10 min 28 sec	in person
3. MST	male	TR Native	SM	ELT	1st Grader	State	20 min 24 sec	in person
4. SLMC	male	TR Native	AG	ELT	1st Grader	State	14 min 28 sec	in person
5. EMN	female	TR Native	AG	ELT	1st Grader	State	15 min 56 sec	in person
6. CGD	female	TR Native	AG	ELT	1st Grader	State	21 min 13 sec	in person
7. NVN	female	TR Native	AG	ELT	3rd Grader	State	15 min 49 sec	in person
8. DRN	female	TR Native	AG	ELT	1st Grader	State	20 min	in person
9. CE	female	TR Native	AG	ELT	1st Grader	State	21 min 16 sec	in person
10. FRK	male	TR Native	SM	ELT	4th Grader	State	25 min 49 sec	in person
11. BSR	female	TR Native	SM	ELT	1st Grader	State	19 min 33 sec	in person
12. FRM	female	TR Native	SM	ELT	1st Grader	State	15 min 25 sec	in person
13. IDA	female	TR Non-Native	SM	ELT	1st Grader	State	25 min 02 sec	in person
14. DLR	female	TR Native	AG	ELT	4th Grader	State	50 min 08 sec	via Skype
15. BYZ	female	TR Native	IU	Preparatory Program	Private	Private	12 min 27 sec	in person
16. BKT	female	TR Native	IU	Preparatory Program	Private	Private	13 min 40 sec	in person
17. SLN	female	TR Native	IU	Preparatory Program	Private	Private	15 min 44 sec	in person
Duration of SSIs in aggregate					327 min 9 sec 5 hr 27 min 9 sec			

It is of note that differences regarding nationality, department, or grade of participating students or even different means of interviewing contributed a lot to the understanding of the thorny units under discussion.

Graphic Elicitations

Explained elsewhere all interview protocols included a part devoted to eliciting some non-word data such as graphics, drawings, or emojis, namely Graphic Elicitations (N= 32). All students interviewed (N= 17) made their thoughts and feelings concrete by drawing at least one graphic elicitation. There were two prompts with some blank provided to fill:

- Could you please draw your perception of a writer identity?
- Could you please draw yourself as a student *while receiving feedback*?

Students were given time to draw GEs and commented on them afterwards, which were all transcribed and coded in the upcoming phases. (Please see APPENDIX G for details.)

Analytic Memos

Analytic memos (N= 49) were written for each interview (N= 17) and for each graphic elicitation (N= 32). There were minimum two analytic memos for each student and maximum three. Students were asked to verbalize their drawings after they completed them. The aim was to close the possible gap between what was drawn by the interviewee and how it was interpreted by the researcher. Yet, upon differences in comments on GEs, fruitful discussions emerged.

It should be noted that data that came from the SS were mostly on the type and manner of feedback. However, the role of feedback on instructing writing skills was more complex, as implied by the earlier studies. Therefore, more in-depth questions were asked such as the possible relationship between feedback and writing identity of EFL students by means of the qualitative data tools. Yet, as mentioned elsewhere, identity-based studies are recommended to be longitudinal studies. Therefore, instead of using terms such as *Feedback-supported Writer*

Identity that might sound more technical, a less specified designation such as *EFL students' feedback expectations* was preferred while reporting the results to make them more meaningful for the readers.

4.7.3.2 Research question 3b.

Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

Data that came from the TS and the evaluation of feedback papers were used to respond to RQ 3b. Details regarding the procedures of the development of the scale, TS, and the evaluation of the feedback papers were detailed above.

4.7.3.3 Research question 3c.

Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

Data that came from the TS and the SS were used to respond to RQ 3c. Details regarding the procedures of the development of the scales, TS and SS, were detailed above.

4.8 Validity, Reliability and Ethical Issues

In order to increase the trustworthiness of the study, and the transferability of the findings, following points were taken into consideration. The aim was to make the study as much reliable and valid as possible within the limitations of the study.

4.8.1 Field Testing.

The drafts of the questionnaires were field-tested in two ways: formal and informal.

Formal (Statistical) Field Testing

Questionnaires were piloted among a group from the population of the study. They had similar qualities as the actual participants of the study. Yet, the results of the pilot study were not

included in the analyses of the actual study. Based on the reliability analysis, items were examined to reach a refined version. Final revisions of the items were done by the researcher with some time intervals and by also getting expert opinion.

Informal Field Testing

Thoughts and interpretations of several respondents and academicians were investigated for the ultimate version of the items in the instruments. After all these processes were realized, the wording of the items was checked extensively so that no instruction or item would need any clarification or correction.

4.8.2 Expert Opinion.

Consulting expert opinion was implemented during the whole process. Particularly, the initial forms of the data collection tools, e.g. scales, were presented to the dissertation supervisor, and to a group of instructors with MA or PhD. Revisions were done after an in-depth examination. The modified version was reviewed to the point that seemingly it contained no inconsistent or ambiguous expression. This way, the ultimate versions could be attained.

4.8.3 Translation Process.

In order to decrease anxiety which is mostly inherent in EFL contexts in case of L2 stimulus and so to increase participation, the scales were administered also in L1. Hence, translation was done in forward and partially backward direction so as to ensure validation supported by expert opinion. The translator, an alumni of one of the most prominent universities in Turkey, had several years of experience in her field. Her notes included: “I offered alternatives by making a controlled reading on the Turkish and offered some alternatives. I did small changes in some expressions. It was a source-oriented reduction but still tried to make the Turkish version more meaningful”.

Specifically, for the qualitative aspect of the study, four criteria (Lincoln & Guba, 1985) were adopted in the study to guarantee: Credibility, Transferability, Dependability and Confirmability.

To this end, following attributes were recognized.

4.8.4 Triangulation of the Data.

As stated by Trappes-Lomax (2004), “one way of dealing with subjectivity is through multiplicity of approach, usually referred as triangulation” (p. 140). Therefore, the rationale in triangulating the data was to see if data from each source claim or disclaim the other. In this study, there was a triangulation of following issues:

- theory (i.e., socio-constructivist grounded theory, feedback theory)
- data collection (i.e., scales, student papers, semi-structured interviews)
- data analyses (i.e., frequency analyses, factor analyses)
- the researcher (intra-rater/inter-reliability)

4.8.5 Detailed review of literature.

An expansive review of relevant literature was done to find out not only results that were overlapping but also those that contradicted each other. This way, a wider dimension could be obtained concerning the interpretation of the findings.

4.8.6 Inter-rater Reliability in Content Analysis

For the evaluation of the student writing practices with teacher feedback on, a preliminary orientation session and the actual meeting for rating were done face to face with the second rater. Papers were selected randomly by the researcher. Next, the raters, an EFL English teacher and the researcher, studied upon the papers first individually and then together. The initial

percentage of agreement was 84.6 %. Finally, full negotiation was compromised after discussions.

4.8.7 Intra-listener Reliability in Content Analysis

To systematize the enormous number of the transcribed units and to ensure intra-listener reliability, data from audio/video recorded semi-structured interviews were fully transcribed verbatim in two phases. First, the transcription was done in a very detailed manner. Second, to warrant accuracy the transcriptions were checked thoroughly and some corrections were done.

4.8.8 Reflexivity.

To ascertain reliability, reflexivity was adopted, which is defined as, “the process of reflecting critically on the self as researcher” (Lincoln & Guba, 2000). In Rossman and Rallis’s (2012, p. 47) terms reflexivity is the “package of reciprocal and iterative reactions between the researcher and the participants in the setting”. Of note is that this study presented a mixture of two opposing paradigms, positivist and interpretivist. Hence, to gain more rigor to the study, I, as a researcher reflected upon bidirectional biases - my own strengths and weaknesses - while interacting with the respondents especially during the interviews.

4.8.8 Bracketing.

Bracketing is defined as “a scientific process in which a researcher suspends or holds in abeyance his or her presuppositions, or biases” (Gearing, 1994, as cited in Tufford & Newman, 2010, p.83). Being involved in numerous face-to conversations during the study, the researcher tried not to reveal instant shifts in how she felt and thought by means of mimics or body language.

4.8.9 Member checking.

Member checking is a way to validate the research by the involvement of the participants themselves in the process. In some cases, participants may even deny their consent they gave for the use of the data or they may set some limitations as to how the data they generated should be used. Thus, member checking was done so that “different perspectives can be verified” (Duff, 2006, p. 81). This technique was used to help participants feel they were the agent of not the passive participants in a study.

After SSIs were transcribed verbatim, member-checking was implemented in order to increase the credibility of the data. To this aim, participating teachers were asked if they wished to review the raw interview transcription. Their responses varied. Some of them preferred seeing the final version of the study. Others wanted to read the material when it was analyzed. Still others (N=3) responded positively and willingly to the researcher’s offer and the transcriptions with initial preliminary coding embedded were sent to them. No conflict of interest occurred.

On the contrary, student interviews were not checked by the interviewees because of the relatively long time interval between collecting and transcribing of the interview data. Although the distance of time between the two incidences was also valid for teachers, the researcher had continual relationship with the teachers interviewed (N= 14). Therefore, she did not hesitate to request a check of transcribed data from the teachers.

4.8.10 Confidentiality and Anonymity.

Due to aforementioned evidence, a strict code of conduct was employed in this study. This also included getting the written consent of the participants through a form on which the research was explained in a nutshell – that it is part of a doctoral dissertation and that it purports to find out the interrelations of teachers and students in relation to feedback. As well, an oral consent was also warranted. The participants were ensured that their confidentiality and anonymity were

prioritized in this study rather than the completion of the research. Thus, no personal information was enclosed at any stage of the study to protect their privacy. Anonymity of all the participants was augmented by the use of pseudo initials while coding and analyzing data.

As well, it was written that all data would be kept confidential. The same information was emphasized during the data collection process for which all consent taking procedures were completed officially and in advance.

4.8.11 Audit Trail.

Each and every step of the research from the new-born thoughts to finalized lengthy processes were recorded either digitally or manually. In addition to the conventional way of taking notes, some methods were applied to sustain systematicity. To illustrate, as the data tools for each participating teacher (N= 11) were multiple, an index card for each participant was designed and checked across multiple times during the data collection and generation process. (Please see an exemplary of an index card in Appendix). The recording of all detailed and intricate documentary via index cards can be seen as an important part of the audit trail.

4.9 Data Analysis

Data were analyzed within a mixed design, that is, both quantitatively and qualitatively. For the quantitative part, frequency analyses, Exploratory Factor Analysis and Confirmatory Factor Analysis were conducted via SPSS software. Chi-square, Mann-Whitney *U* and one-way ANOVA tests were also run to meet the required purposes.

For the qualitative part, a categorical content analysis (Rossman & Rallis, 2012, p. 268), that is, a conventional content analysis (Hsieh & Shannon, 2005) was done. The aim was to extract themes or most emergent patterns (Saldaña, 2013). Themed codebooks were tabulated afterwards.

4.9.1 Research question 1.

RQ 1 Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?

RQ 1a Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?

RQ 1b Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?

In an attempt to answer RQ 1a and RQ 1b, the same procedures were followed. Initially, reliability and test of normality analyses were run. Next, an Exploratory Factor Analysis was run followed by a Confirmatory Factor Analysis to measure construct validity. To test the assumptions of these factorial analyses, Kaiser-Meyer-Olkin (KMO) Test and Bartlett's Test of Sphericity had been conducted. Factorial analyses were conducted twice for the piloting and the main administration of the study. As well, frequency analyses were done to estimate central tendency.

4.9.2 Research question 2.

Is there a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices?

In order to be able to find out whether there is a relationship between teachers' perceptions with regard to feedback (as measured by their responses to items in TS) and their performance (as measured by the evaluation of feedback papers), a Chi-square analysis was run.

4.9.2.1 Research question 2a.

What are the perceptions of EFL teachers concerning their feedback orientations?

Analysis of Data from the TS

A frequency analysis of responses by teachers (N= 11) to items (N= 26) in the TS was conducted to gauge what type of feedback they were prone to use in writing classes.

As mentioned elsewhere, the number of the respondents to the TS was 99. However, with 11 teachers within that group, a further qualitative study was conducted. Given that the issues addressed via qualitative data tools were parallel to those in the TS, a Chi-square analysis was run to see if qualitative findings from 11 teachers can be transferable to remaining 88 teachers.

Additionally, it should be explained that the term *type* would refer to any kind of feedback that participating teachers used. Specifically, it refers to the major components of the New Model of Feedback:

- Direct Feedback
- Indirect Feedback with Analytic Evaluation
- Motivating Feedback and Feedforward with Holistic Evaluation
- Tolerance of Errors/Ambiguity

As well, the term *focus* would refer to any constituent of a well-written paper, such as the syntactic and semantic elements including grammar, vocabulary, spelling, punctuation and conjunctions (cohesion) together with textual elements such as logical development of a piece of writing or organization (coherence).

Finally, the term *task* in the original feedback theory (Hattie & Timperley, 2007) refers to corrective feedback and it is a major component of the model. However, in the context of this study a task means a writing activity or assignment as used in the field and accordingly task adjustment refers to comments on how to accomplish a writing task. Parenthetically, the terms corrective feedback, direct feedback and explicit feedback were used interchangeably referring

to the writing teachers' showing the right form of the structures on students' papers particularly at the level of grammar, vocabulary and organization in an explicit way.

Analysis of Data from Qualitative Data Instruments

A thorough content analysis was conducted so as to respond to RQ 2a. Analyses of Critical Reflective Memos (N= 9), Semi-structured Interviews (N= 8) and Analytic Memos (N= 24) [written on SSIs (n= 8) and GEs (n= 16)] were exposed to the same processes. Graphic Elicitations were verbalized by the interviewees so their transcriptions were merged with those of SSI. In addition, for each GE an analytic memo was written, coded and themed. Therefore, GEs analyses were integrated into those of both SSIs and Analytic Memos.

Coding

All CRMs, SSIs, and An-Memos by participating teachers were gathered and coded individually. Coding process was realized in two cycles. In the 1st cycle, the analysis at the textual level was done because it could help deal with the data without setting any limits beforehand so that any possible alternative can be detected. For the 2nd cycle of coding, or for the analysis at the conceptual level, a more focused coding was employed so that the answers to the research questions could be found out, which can have more explanatory power.

Writing a Codebook

After the coding phase was completed, one codebook for all types of data (i.e., CRMs, SSIS) was written. The codebook incorporated three sections: short description (of the code), detailed description (of the code) and typical examples (original quotes of the participating teachers) is given in Table 22 below.

Table 22		
<i>An Extract From the Codebook of Interviews Within The Qualitative Study</i>		
PARTICIPATING TEACHERS (N= 11)		
<i>Short Description</i>	<i>Detailed description</i>	<i>Typical Examples</i>
THEME 1 CONTRIBUTION OF COLLABORATING TEACHERS		
TRANSFORMATION BY EXPERIENCE	changing over time in terms of how to give feedback due to gaining experiences	EM_SSI: “Of course I am not (the same person). This is something that is shaped by seeing, trying, experiencing. You can’t start telling that I will do this and that because you don’t know what to you will see, what will come out. In time a development emerges by saying ‘I gave feedback this way (but) I couldn’t get positive response so I need to change it’ or ‘Yes it’s done I can try it.’ (This is a trial and error) because you get a different reaction from every student.” DI_SSI: “<i>Actually yes there was theoretical information about feedback in our courses when I was at university. We learnt types of feedback, how to give that type of feedback or we may have seen some examples of feedback but I think I learnt to give feedback after I became a teacher. This is experience-based.</i>” DI_SSI: “<i>In my opinion, one’s ID develops and changes as s/he teaches. From time to time it changes your view. At the beginning we enter the class with an ID and teach by means of its light. We don’t enter blankly. But later, the feedback we get from students may change and develop our ID from time to time. Therefore this is reciprocal.</i>” DI_SSI: “<i>Initially, your ID maybe is effective on your teaching but in time after you started teaching this may change or develop your ID with the feedback you get.</i>” DI_SSI: “<i>The teacher at the entrance is not the same with the one at the exit.</i>”

Subsequent to detecting recurring patterns by means of a codebook, they were categorized and themed under a title stemming from a shared content.

Theming

To make meaningful and informed interpretations out of the data, theming was done. Common codes that are to emerge in the data revealed certain themes. By definition, a theme is “an abstract entity that brings meaning and identity to a recurrent [patterned] experience and its

variant manifestations” (DeSantis & Ugarizza, 2000, as cited in Saldaña, 2013, p. 175-176). Ryan and Bernard (2003) second that “the more the same concept occurs in a text, the more likely it is a theme” (p. 89). In this regard, such a process was considered helpful to detect also the evidences of recursivity. Though the research has a certain conceptual framework, data on issues other than the foci were also coded. While the codebook was being written peripheral cases were excluded in the final case. Codebooks that were themed were re-assessed and revisions were made so that all themes were tabulated in accordance with the themed codebooks. (See APPENDIX H, APPENDIX J, APPENDIX L for details.) Details on the themed codebooks written for the qualitative study with the participating teachers are given in Table 23 below.

Table 23

Themed Codebooks and Their Content in the Qualitative Study with EFL Teachers

No	Code (N)	Theme (N)	Type of Research	Participants	Data Tool
1. Themed Codebook	51	16	Qual	Participating Teachers	Critical Reflective Memos (CRMs)
2. Themed Codebook	80	10	Qual	Participating Teachers	Semi-Structured Interviews (SSIs)
3. Themed Codebook	42	10	Qual	On Participating Teachers written by the Researcher	Analytic Memos (An-memo)

Finally, frequency analysis was run and checked across other results supported by situated explanations.

Due to the nature of SSIs, some preliminary phases were completed before the abovementioned processes could be realized. Therefore, the complicated transcribing process need elucidation.

Transcribing Process and the Transcription Protocols

Data from audio/video recorded semi-structured interviews were fully transcribed verbatim in two phases. In the first phase, the transcription was done in a very detailed manner but to warrant accuracy the transcriptions were checked thoroughly in the second phase during which some corrections were done. This was to systematize the enormous number of the transcribed units and thus increase intra-listener reliability. The process was strengthened by a perpetual review of literature during different times throughout transcribing.

For each transcription file, a cover page including some basic information on language, interviewer, interviewee, recorder, transcriber, date, duration and setting was written detailed by the table of the transcription protocol. As indicated by Meyerhoff, Schlee and MacKenzie (2015, p. 103) “there is no need to use all existing transcription conventions” suggesting that the conventions should be based on “the needs” of the researcher. This said, a protocol special to interviews (N= 31) of the qualitative study was designed and applied in a standard manner across the interviews. To conclude, all linguistic information was transcribed as well as many non-linguistic and contextual details, as shown in Table 24 below.

Table 24*The Transcription Protocol*

<i>Symbol</i>	<i>Example</i>
slip of tongues, stuttering, external sounds, e.g., shuffling of papers, knocking of the door, etc., coughing, sneezing, etc. repetitions, false starts, incomplete sentences, wrong word choice, flaps	<i>mostly skipped</i> <i>transcribed</i> “I I don’t remember it ...”
Back-channeling items such as yes, hih, well (<i>emphasis</i>) be it with higher or lower intonation Less than three seconds of silence (hm, hmm, hmmm)	<i>mostly transcribed</i> “... <i>unfortunately</i> ...” “OK hm to me feedback is ...” “Hmm maybe hmmm it can be directly related ...”
More than three seconds of silence (<i>Pause</i>) incomprehensible, unclear expression (<i>laughing</i>) When the interviewee displays a certain facial / bodily expression instead of using words or (<i>mimics</i>) catchy responses/questions	“Let me think about it.” (<i>Pause</i>) “Even you ? asked about it, remember?” “This is for sure actually.” (<i>laughing</i>) “... well instead of speaking (<i>mimics</i>) ...” “they didn’t say teacher you should say do it like this (<i>mimics-knocking on the desk</i>)” <i>written in bold and underlined</i> “... <u>they never satisfied</u> ...”
abbreviations and acronyms	APA- American Psychological Association, bec - because, CELTA- Certificate of Teaching English to speakers of Other Languages, DELTA-Diploma in English Teaching to Adults, ENG-English, ELT-English Language Teaching, feedback-feedback, ID-identity, info-information, MA-Master of Arts, PhD-Philosophy of Doctorate, RQ-Research Question, sth-something, sts-students, TR-Turkish, uni-university, wr-writing, voc-vocabulary
deleted interview data including private information (...)	“Last week we met with the department head. He talked about something similar. ... <i>Actually the process is a long one.</i> ”

All names be it humans or institutions were anonymized.

Whilst transcribing, preliminary coding was done to be oriented towards the whole discourse and select the most important parts for research concerns.

Given that perceptions of participating teachers were mined via different tools, it is time to analyze what they truly do in terms of feedback practice. Details follow.

4.9.2.2 Research question 2b.

What is the nature of feedback that EFL teachers provide on student writing practices?

An evaluation of teachers' written feedback on students' writing papers was deemed vital in that teachers might not be practicing what they claim they do. For that reason, it was decided an in-depth examination of writing papers could have taken cognizance of what was actually happening in terms of the delivery of written feedback.

The initial analysis of feedback papers was based on the Revised Model of Feedback built upon an original model of feedback Model by Hattie and Timperley (2007). As aforementioned in the relevant part *Data Collection and Procedures / Research Question 1*, the original categorization was based on four main types of feedback. Yet, for the model to be more comprehensive, 10 subcomponents were added and they were field tested twice through the implementation of the TS. As a result, they were found out to be valid and reliable. Yet, the newly emerged model was different from the revised model of feedback to a certain extent.

In the new model, there came up a type of feedback that was not included in the revised model, *Tolerance of Errors/Ambiguity*, referring to ignoring errors. Therefore, students' papers were evaluated again to look for errors that were either overlooked intentionally by the teachers for motivational purposes or for errors that they did not probably notice. A third explanation for not giving feedback on some errors might be due to the fact that some teachers were applying process writing. This implies that teachers might be creating some room for students to check and notice their own errors before submitting their revised papers. In any manner, the re-evaluation of papers for the purpose of detecting unmarked instances of errors would give a hint as to the extent of tolerance of errors/ambiguity on the part of EFL teachers.

To sum, although the evaluation of feedback papers was initially based on the Revised Model of Feedback, the categorization was updated based on the New Model of Feedback after the validation process was completed.

The New Model of Feedback is given below:

Table 25 *The New Model of Feedback on Teachers' Perceptions*

EFL Writing Teachers' Written Feedback Orientations	Direct Feedback	Indirect Feedback with Analytic Evaluation	Motivating Feedback and Feedforward with Holistic Evaluation	Tolerance of Errors/Ambiguity
	<i>lexis</i>	<i>task</i>	<i>holistic feedback</i>	<i>tolerance of errors on grammar</i>
	<i>form</i>	<i>lexis</i>	<i>motivating feedback (positive/negative/hedged)</i>	<i>tolerance of errors on meaning</i>
	<i>meaning organization</i>	<i>form analytic feedback</i>	<i>feedforward</i>	

After inter-rater reliability was provided (84.6 %), 55 students' writing practices from 11 EFL writing teachers including 915 feedback units were evaluated and categorized by the researcher. This process was repeated for several times in different times to also test the intra-rater reliability. Ultimately frequency analyses on several aspects of the categorized data were conducted.

Table 26 below contains some authentic samples of feedback units on students' papers. (Teachers' feedback units are written in red; highlighted parts are taken as they were; names are anonymized.)

Table 26*Sample Feedback Units*

TYPE 1 DIRECT FEEDBACK
1.1. Task Adjustment (comments on how to accomplish a task, ELT specific revisions, e.g. on APA) * As for the organization of the essay, it looks more like a for-and-against essay. (DI) * Title? (DB) 1.2. Lexical Competence (vocabulary control) * “We (do not use we. Instead of “we” you can use people) have always been made accustomed to ...” (KD) * “First of all, the most important thing (step?) is the attendance.” (KD) * “to my mind” for me * “... fo~~x~~ selection ...” (DK) * change the word “arrange”, maybe you can use “adapt” 1.3. Grammatical Competence (grammar and cohesion / the use of conjunctions) * “... skilled in <u>the use</u> ...” using (DI) * “Because ~~in~~ generally dormitories ...” (US) 1.4. Orthographic Competence (spelling, capitalization, and punctuation)
TYPE 2 INDIRECT FEEDBACK AND ANALYTIC EVALUATION
2.1. Semantic Competence (congruence of words or expressions at the sentence and syntactic level) * “First of all, if you always be late for the class, (RW) you can ...” (KD) * “...; but, (check punc.) ...” (KD) * “Besides, attendance sheet can be just a (art.) editable piece of paper ...” (KD) * “I mean it <u>allow</u> SV people to watch ...” (AS) 2.2. Coherence (Textual Competence) (congruence of expressions or sentences at the textual level; organization) * “... the supporting ideas or examples should be engaged to the topic.” (again this is after you choose the topic not before or while researching a topic) (KD) * this is irrelevant here (CE) * “Everyone has different styles and methods to study.” (too simple sentence str. And learning styles or methods are not related to your topic) (KD) * Complete! <i>(the paragraph)</i> (AS)

- * **More details?** (KE)
- * **Too short** (TB)
- * **“Also, Youtube is the most popular video sharing site in the world.” Is it relevant?** (KE)

TYPE 3 MOTIVATING FEEDBACK AND FEEDFORWARD WITH HOLISTIC EVALUATION

3.1. Strategic competence (strategies for error detection and a better understanding)

- * **“If your teacher tells you to bring it, tell him or her that you did not do it (RW).”** (KD)
- * **“(When asked (to) students) to define literature ...” RW** (TB)
- * **“They make different mal↑ups. Like what? For example, ...”** (KE)
- * **“... defines the role of literature in language teaching ...” what do you think?** (TB)
- * **“Lastly, there should be coherence between the topic (why?), and the main topics ...”** (KD)

3.2. Feedforward (ways to better in the forthcoming tasks) *(all written at the end of the papers)*

- * **intro. example *why people /when people started to perform experiments? *what did they discover? *why isn't it an easy task? *then, you will write wht people need to take into consideration while performing an experiment.** (DK)
- * **Please revise before submission.** (SE)
- * **Orhan I advise you to change your strategy, translating from one language to another. This causes to many mistakes.** (SE)
- * **Try to focus more on grammar for the next draft.** (CE)
- * **Submit the second draft by next Monday** (TB)

3.3 Positive / Negative feedback (ways to express satisfaction or disappointment)

- * **I think I understand your first support and find it fine.** (CE)
- * **You have plenty of grammar mistakes.** (SE)
- * **I have so many difficulties to correct each of them.** (SE)
- * **Good✓** (AS)
- * **Thank you!** (KE)
- * **My dear Hülya; I really liked your reflection paper. Thank you for sharing your feelings with me.** (TB)

3.4 Hedging (ways to mitigate directive statements)

- * **The last idea is better, yet, it needs another detail.** (CE)
- * **I got the first one, but the second I am not sure if I get it right.** (CE)

After the categorization of feedback units was finalized, the frequency analysis was conducted. Also, to find out if there was a significant difference among teachers' use of different feedback types, a one-way ANOVA test was run.

4.9.3 Research Question 3.

Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices?

A Chi-square analysis was conducted to reveal the relationship, if any, between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices.

RQ 3a

What are the expectations of EFL students concerning their writing teachers' written feedback?

Data that came from CRMs (N= 85), SSIs (N= 17), GEs (N= 32) and An-Memos (N= 49) were analyzed following the same procedures described in depth in "Data Analysis/Research Question 2 / 2a." As can be seen below in Table 27, the extensive analysis resulted in three themed codebooks.

Table 27*Themed Codebooks and Their Content in the Qualitative Study with EFL Students*

No	Code (N)	Theme (N)	Type of Research	Participants	Data Tool
1. Themed Codebook	48	15	Qualitative	Participating Students	Critical Reflective Memos (CRMs)
2. Themed Codebook	22	9	Qualitative	Participating Students	Semi-Structured Interviews (SSIs)
3. Themed Codebook	46	14	Qualitative		Analytic Memos (An-memo)

The themes were discussed in the light of the direct quotations of the participating students and compared to those that stemmed from data from participating teachers.

4.9.3.1 Research question 3a.

What are the expectations of EFL students concerning their writing teachers' written feedback?

In an attempt to answer the RQ 3a, the SS was first developed and used. Both frequency analyses and factorial analyses of items in the SS (N= 539) were computed.

Analysis of Data from Qualitative Data Tools

In order to support the data from the scale, other tools including Critical Reflective Memos, Semi-structured Interviews, Graphic Elicitations, and Analytic Memos were used.

Critical Reflective Memos, Semi-structured Interviews, Graphic Elicitations, and Analytic Memos

A detailed content analysis was conducted to respond to RQ 3a. Analyses of Critical Reflective Memos (N= 85), Semi-structured Interviews (N= 17) and Analytic Memos (N= 49) [written on SSIs (n= 17) and GEs (n= 32)] were exposed to the same processes. Yet, five CRMs were not

included in the codebook as they did not relate the foci of the research directly. Transcriptions of students' comments on Graphic Elicitations were integrated into those of SSIs and into the relevant codebook. Also, an analytic memo was written, coded and themed for each GE. Therefore, GEs analyses were integrated into the codebook of Analytic Memos, as well.

4.9.3.2 Research question 3b.

Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

The data that came from the teacher scale and the student scale was used for the comparative analysis. The assumptions of the Mann-Whitney *U* test were met and the test was run to reveal if there was a difference how teachers and students dealt with feedback-related issues.

4.9.3.3 Research question 3c.

Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

The data that came from the SS and the data that came from the evaluation of feedback papers were used to find the correspondence, if any, between what students expected from teachers concerning feedback and what teachers actually did. To this aim, frequency analyses were conducted and a Chi-Square test was run.

CHAPTER V

RESULTS AND DISCUSSIONS

Feedback or a controlled critique can be rendered as a behaviorist practice in nature but also constructivist in some other respects. That said, it can be seen as a product of an eclectic approach in education. In line with its multi-faceted nature, feedback can be perceived differently by teachers and students. To be able to find out whether it is and if so, how and why, a comprehensive study with several sub-studies underneath was conducted. Relevant results and discussions are indicated below, in compliance with the categorization of the research questions.

RESEARCH QUESTION 1

To answer the first major research question, namely, Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?, following research questions were responded initially:

RQ 1a Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?

RQ 1b Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?

5.1 Research Question 1a

Specifically, to respond to RQ 1a, factor analyses were conducted on a new hypothetical questionnaire for EFL teachers based on The Revised Model of Feedback, originally stemming from "A Model of Feedback to Enhance Learning" by Hattie and Timperley (2007). The

analyses were run on the piloted data among 60 teachers followed by the main administration among 99 teachers.

Explanations on data analyses regarding RQ1a follow.

5.1.1 RQ 1a Assumptions of factor analyses on the TS.

Factor analyses were run to extract the latent constructs in the TS so as to ensure its validity and reliability. To test the assumptions, some analyses were done beforehand. The number of the participants, Cronbach alpha, Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity results for the piloted TS and the main administration thereof are given in Table 28 below.

Table 28

Assumptions of Factor Analyses on the Piloted TS

	N	Cronbach alpha (α)	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity	df	sign
Pilot Study	60	,82	,53	838,998	406	,01*
Main Study	99	,79	,78	1392,505	325	,01*

*p<.05

It is of note that in terms of Kaiser-Meyer-Olkin Measure of Sampling Adequacy Statistic “values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb” (Hutcheson & Sofroniou, 1999, as cited in Field, 2013, p. 647). Therefore, the figures in the above table show that assumptions of the factor analyses in both cases were met. In addition, the reliability of the scale was high given the findings of the Cronbach alpha.

5.1.2 RQ1a The particulars on the piloted TS.

The purpose of the TS was to see the possible deficiencies in it and test its reliability and validity so that it could be used in this study and other studies as well to reveal EFL teachers' attitudes concerning feedback types. The piloted TS constituted 29 items with five open-ended questions with a five-point Likert Scale. Since the data met the assumptions, as indicated in Table 28 above, following the pilot administration, factor analyses were run. Items were exposed to a refinement and reduction process after which 26 items (plus five open-ended questions) were retained. Responses given to the three items excluded did not seem to have stemmed from a regular distribution. This is why, for clarity and concision, some words and expressions were revised and edited. (For further details, please see Data Collection and Procedures/Research Question 1.) Finally, the questionnaire was administered again for further improvement.

5.1.3 RQ 1a Exploratory factor analyses on all items in the piloted TS.

As indicated in Table 29 below, in the Exploratory Factor Analysis with a Varimax rotation on the piloted TS, there emerged eight factors which scattered widely despite the expected four divisions regarding feedback types in the theoretical framework of the scale. Also, there were items that loaded onto more than one factor (N= 12) based on the results with correlations above .30. This meant that items might have a load of more than one variable on the part of some participating teachers.

Table 29*Exploratory Factor Analysis on All Items in The Piloted TS (with Correlations above .30)*

	Component							
	1	2	3	4	5	6	7	8
Item1 <i>I draw attention to the inappropriate performance of the writing task through correction symbols while giving written feedback.</i>			.745				.363	
Item2 <i>I provide detailed notes on how a writing task should be done correctly while giving written feedback.</i>		.329			.707			
Item3 <i>I draw attention to the inappropriate use of words through correction symbols while giving written feedback.</i>			.828					
Item4 <i>I correct the wrong use of words while giving written feedback.</i>	.918							
Item5 <i>I provide alternatives to even correct words to sustain a better expression while giving written feedback.</i>	.420	.389		.555				
Item6 <i>I draw attention to the inappropriate use of grammatical forms through correction symbols while giving written feedback.</i>			.815					
Item7 <i>I correct the wrong grammatical forms while giving written feedback.</i>	.942							
Item8 <i>I draw attention to the inappropriate use of conjunctions (and, but, so, etc) through correction symbols while giving written feedback.</i>			.768					
Item9 <i>I correct the wrong use of conjunctions while giving written feedback.</i>	.809							
Item10 <i>I draw attention to the inappropriate use of spelling rules through correction symbols while giving written feedback.</i>		.687	.420					
Item11 <i>I correct the wrong use of spelling errors while giving written feedback.</i>	.891							
Item12 <i>I correct the wrong use of punctuation rules while giving written feedback.</i>	.863							
Item13 <i>I tolerate ambiguous sentences if they are grammatically correct while giving written feedback.</i>						.712		
Item14 <i>I clarify ambiguous sentences while giving written feedback.</i>	.370	.314					.618	
Item15 <i>I correct the wrong use of metaphors and idioms in a sentence while giving written feedback.</i>	.594	.437						
Item16 <i>I tolerate grammatical errors if the overall meaning of expressions is well-understood while giving written feedback.</i>						.839		
Item17 <i>I correct the errors regarding the logical development in students' compositions/essays while giving written feedback.</i>	.688							
Item18		.600						-.463

I evaluate each sentence in relation to other sentences in students' compositions/essays while giving written feedback.

Item19 .399 .648

I use an indirect language by using correction symbols, images, or emojis while giving written feedback.

Item20 .647 .378 .338

I guide students through questions to reflect upon the problematic parts while giving written feedback.

Item21 .755

I give students more than one chance for improving their compositions/essays.

Item22 .636 .348 .306

I write some notes about the next steps for students to improve their writing skills while giving written feedback.

Item23 -.507 .386 .360

I use holistic scoring (grading for overall quality) to hide students' weaknesses and to emphasize their strengths while giving written feedback.

Item24 .818

I use analytic scoring (separate grading for aspects of quality such as organization, grammar, etc.) to show both weaknesses and strengths of students while giving written feedback.

Item25 .702

I appreciate good performance through encouraging comments while giving written feedback.

Item26 .741

I criticize students concerning the errors in their compositions/essays while giving written feedback.

Item27 .695

I prefer addressing students by their names while giving overall feedback at the end of their compositions/essays.

Item28 .722 .371

I use phrases such as "I think, Maybe, Next time, you can ...", etc. to avoid negativity while giving written feedback.

Item29 .685

I use a neutral language while giving feedback, refraining from using terms like "you".

As is seen above, there are some items that loaded onto more than one trait. For example, Item14 (*I clarify ambiguous sentences while giving written feedback.*) was grouped within three different constructs. This means that the item must have been identified as similar by the respondents to other sets of items. The reason for such distribution may be the use of the word "ambiguous". The term might have been perceived as something vague. Or it might have evoked a question in the cognition of the respondents: "Does it refer to something incorrect or

inappropriate, or both?” Still, the degree of correlation was moderate ($r = .61$) in the 7th construct though quite low in the other two (r below .40).

Similar explanations can also be made on items with multiple loadings such as Item 5, 20, 22 and 23. The reason that may have caused multiplicity in categorizing these items on the part of respondents may be the use of the terms “alternatives”, “questions”, “notes” and “holistic scoring” respectively. They might have sounded as vague or too technical to interpret. Table 30 below gives a clearer picture of the piloted TS as only the correlations above .40 were displayed.

Table 30

Exploratory Factor Analysis on All Items in the Piloted TS (with Correlations above .40)

	Component							
	1	2	3	4	5	6	7	8
Item1			.745					
Item2					.707			
Item3			.828					
Item4	.918							
Item5	.420			.555				
Item6			.815					
Item7	.942							
Item8			.768					
Item9	.809							
Item10		.687	.420					
Item11	.891							
Item12	.863							
Item13						.712		
Item14							.618	
Item15	.594	.437						
Item16						.839		
Item17	.688							
Item18		.600						-.463
Item19		.399						.648
Item20		.647						
Item21					.755			
Item22		.636						
Item23				-.507				
Item24				.818				
Item25		.702						
Item26								.741
Item27					.695			
Item28				.722				
Item29							.685	

The table above shows that the number of constructs was limited to four, in line with the number of the feedback types in the original feedback model. The number of cross-loadings or items that scattered irregularly was five, less than those in Table 2. Also, the lowest level of significance is $r = -.507$ (Item 23) which means that all items were the constituents of the constructs with correlations from moderate to high (Item 4 with $r = .918$)

5.1.4 RQ 1a Confirmatory factor analysis on all items with four factors in the piloted TS.

As indicated Table 31 below, in the second phase, in congruence with the theoretical framework, a Confirmatory Factor Analysis with a Varimax rotation was run on all items with four factors.

Table 31*Exploratory Factor Analysis on All Items in the Piloted TS (with Correlations above .30)*

	Component			
	1	2	3	4
Item1			.751	
Item2		.333		.419
Item3			.699	
Item4	.894			
Item5	.331	.634		
Item6			.788	
Item7	.930			
Item8			.789	
Item9	.790			
Item10		.484	.588	
Item11	.884			
Item12	.863			
Item13				.455
Item14	.355	.538		
Item15	.572	.478		
Item16				.380
Item17	.705			
Item18		.737		
Item19				.461
Item20		.786		
Item21				.694
Item22		.559	.343	.428
Item23	.351			.475
Item24		.428	-.437	
Item25		.578		
Item26				.488
Item27				.362
Item28		.725		
Item29	-.342			

As can be seen above, despite 21 items, eight items loaded onto multiple factors with varying levels. Among them was Item 22 (*I write some notes about the next steps for students to improve their writing skills while giving written feedback.*) which inheres a few concepts such as “notes” and “next steps”, a possible reason that the item was scattered upon three constructs. In other words, the content of the former and the referent of the latter might not have been meaningful to some respondents.

In addition, the only item with less than moderate degree of correlation was Item 29 (*I use a neutral language while giving feedback, refraining from using terms like “you”.*) This weak relationship might be the result of the use of the term “neutral language” as it could not have been a familiar expression to the respondents.

Table 32 below is the representation of the correlations below .40 in the CFA.

Table 32

Exploratory Factor Analysis on All Items in the Piloted TS (with Correlations above .40)

	Component			
	1	2	3	4
Item1			.751	
Item2				.419
Item3			.699	
Item4	.894			
Item5		.634		
Item6			.788	
Item7	.930			
Item8			.789	
Item9	.790			
Item10		.484	.588	
Item11	.884			
Item12	.863			
Item13				.455
Item14		.538		
Item15	.572	.478		
Item16				.380
Item17	.705			
Item18		.737		
Item19				.461
Item20		.786		
Item21				.694
Item22		.559		.428
Item23				.475
Item24		.428	-.437	
Item25		.578		
Item26				.488
Item27				
Item28		.725		
Item29				

The above table shows that the number of cross-loadings was four out of 29. For two items correlation coefficients were less than .40 and thus were not shown in the table. They were Item 27 (*I prefer addressing students by their names while giving overall feedback at the end of their compositions/essays.*) and Item 29 (*I use a neutral language while giving feedback, refraining from using terms like “you”.*). Clearly, the two items tap similar variables, addressing students

in different ways while giving feedback. However, the issue could have been out of the scope of the respondents' understanding of interaction during feedback practices. Or they might not have found this topic worth discussing under feedback practices but maybe within a larger perspective such as communication skills.

All in all, since some items tackled more than one type of teacher perception regarding feedback, necessary changes were made during a refinement and reduction process. Finally, the resulting TS was tested via a second (main) administration.

5.1.5 RQ 1a Exploratory factor analysis on all items in the main administration of the TS.

After the second or main administration of the TS, an Exploratory Factor Analysis (EFA) on all items in the TS was run with a Varimax rotation. Table 33 shows the results with correlations above .30.

Table 33

Exploratory Factor Analysis on All Items in the Main Administration of the TS (with Correlations above .30)

	Component						
	1	2	3	4	5	6	7
Item1		.904					
<i>I draw my students' attention to the inappropriate performance of the writing task through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>							
Item2		.939					
<i>I draw my students' attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>							
Item3		.890					
<i>I directly correct the wrong use of words.</i>							
Item4				.825			
<i>I make ambiguous words clear without directly correcting them.</i>							
Item5		.918					
<i>I draw my students' attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>							
Item6		.911					
<i>I directly correct the wrong grammatical forms.</i>							
Item7		.814					

I draw my students' attention to the inappropriate use of conjunctions (and, but, so, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.).

Item8 .912

I directly correct the wrong use of conjunctions.

Item9 -.302 .751

I draw my students' attention to the inappropriate use of spelling rules through correction symbols (✓, X, ?, Gr, Sp, etc.).

Item10 .851

I directly correct the wrong use of spelling errors.

Item11 .778

I directly correct the wrong use of punctuation rules.

Item12 .686

I tolerate ambiguous sentences if they are grammatically correct.

Item13 .518 .650

I directly make ambiguous sentences clear.

Item14 .513 .428

I directly correct the wrong use of metaphors and idioms in a sentence.

Item15 -.334 .692

I tolerate grammatical errors if the overall meaning of expressions is well-understood.

Item16 .694

I directly correct the errors regarding the logical development in students' compositions/essays.

Item17 .467 -.616

I evaluate each sentence in relation to other sentences in students' compositions/essays.

Item18 .449 .346 .587

I use an indirect language by using correction symbols, images, or emojis to motivate them.

Item19 .843

I guide students through written notes/questions to reflect upon the overall meaning.

Item20 .822

I guide students through notes/questions for students to improve the overall meaning.

Item21 .442 .446

I give students more than one chance for improving their compositions/essays.

Item22 .352 .648 .370

I evaluate the overall quality of writing to emphasize students' strengths.

Item23 .750

I evaluate aspects of writing quality (content, organization, grammar, vocabulary etc.) separately to directly correct each.

Item24 .817

I give my students positive feedback through praise or motivating comments such as "Good student" or "Great effort", etc.

Item25 .392 .389

I give my students negative feedback through comments such as "I could not understand the final part." or "Be careful with the topic sentence.", etc.

Item26 .373 .407 .460

I use phrases such as "I think, Maybe, Next time, you can ..." etc. to soften my negative feedback.

As is seen in Table 33 above, seven factors came out after the EFA analysis and many items (N= 16) loaded onto the same underlying traits. On the other hand, there were 10 cross-loadings after correlations above .30 were suppressed. Those items were perceived by the respondents as serving the same traits in the scale though they did not.

Table 34 below shows correlations above .40 thus forming a plainer scheme of the constructs with their item loadings.

Table 34

Exploratory Factor Analysis on All Items in the Main Administration of the TS (with Correlations above .40)

	Component						
	1	2	3	4	5	6	7
Item1		.904					
Item2		.939					
Item3	.890						
Item4				.825			
Item5		.918					
Item6	.911						
Item7		.814					
Item8	.912						
Item9		.751					
Item10	.851						
Item11	.778						
Item12							.686
Item13	.518					.650	
Item14	.513					.428	
Item15							.692
Item16	.694						
Item17			.467				-.616
Item18		.449				.587	
Item19			.843				
Item20			.822				
Item21			.442		.446		
Item22					.648		
Item23				.750			
Item24					.817		
Item25							
Item26					.407	.460	

As can be seen above, the strongest correlation was .939 for Item 2 [*I draw my students' attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.).*] followed by .912 for Item 8 (*I directly correct the wrong use of conjunctions.*) and .911 for Item 6 (*I directly correct the wrong grammatical forms.*). On the other hand, item 21 (*I give students more than one chance for improving their compositions/essays.*) and 26 (*I use phrases such as "I think, Maybe, Next time, you can ..." etc. to soften my negative feedback.*) had the weakest correlation .442/.446 and .407/.460 respectively.

Though Table 34 was a more refined representation of items in the TS, there were still cross-loadings in the TS (N= 6). One among them was Item 18 (*I use an indirect language by using correction symbols, images, or emojis to motivate them.*) which loaded on the 2nd and the 6th construct. In the former, there were items that emphasize the way feedback is provided – drawing attention by correction symbols. In the latter, there were items tapping motivation provided either in the positive or hedged manner. This duality might have been caused by the wording of the item as it includes two different terms – “using correction symbols” and “motivating”.

To get a more consistent pattern among items across constructs, a Confirmatory Factor Analysis was conducted.

5.1.6 RQ 1a Confirmatory factor analysis on all items with four factors in the main administration of the TS.

In order to find the underlying theoretical and componential scheme of the TS, a Confirmatory Factor Analysis (CFA) was run. In the following rotated component matrix, Table 35, correlations lower than .30 were suppressed. However, Table 36 is a clearer picture of the TS as the correlations below .40 were suppressed.

Table 35

Confirmatory Factor Analysis on All Items with Four Factors in the Main Administration of the TS (with Correlations above .30)

	Component			
	1	2	3	4
Item1		.874		
Item2		.894		
Item3	.886			
Item4		.391		.304
Item5		.878		
Item6	.910			
Item7		.858		
Item8	.912			
Item9	-.304	.790		
Item10	.844			
Item11	.762			
Item12				.745
Item13	.553			.429
Item14	.564			.366
Item15		-.374		.421
Item16	.722			
Item17			.530	
Item18		.496	.309	.413
Item19			.686	
Item20			.705	
Item21			.599	
Item22			.733	
Item23		.377		
Item24			.469	
Item25		.343	.431	
Item26		.377	.316	.453

Table 36

Confirmatory Factor Analysis on All Items with Four Factors in the Main Administration of the TS (with Correlations above .40)

	Component			
	1	2	3	4
Item1		.874		
Item2		.894		
Item3	.884			
Item4				
Item5		.878		
Item6	.911			
Item7		.858		
Item8	.912			
Item9		.790		
Item10	.844			
Item11	.762			
Item12				.745
Item13	.553			.429
Item14	.564			
Item15				.421
Item16	.722			
Item17			.530	
Item18		.496		.413
Item19			.686	
Item20			.705	
Item21			.599	
Item22			.733	
Item23				
Item24			.469	
Item25			.431	
Item26				.453

Figures in Table 35 above shows that there are still cross-loadings items (N= 8) in the TS, meaning that participants must have made some associations between some items as in Item 4 (*I make ambiguous words clear without directly correcting them*) or Item 18 (*I use an indirect language by using correction symbols, images, or emojis to motivate them*). Yet, in Table 36 the number of cross-loadings was only two: Item 13 (*I directly make ambiguous sentences clear.*) and Item 18. Additionally, Item 4 and Item 23 (*I evaluate aspects of writing quality*

(content, organization, grammar, vocabulary etc.) separately to directly correct each.) disappeared from any category as the correlations below .40 were suppressed.

As well, Table 36 above showed that Item 26 (*I use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften my negative feedback.*) which is related to a form of motivational feedback called hedged feedback loaded onto Factor 4 (Tolerance of Errors/Ambiguity). In Factor 4 specifically two items were in the foreground: Item 12 (*I tolerate ambiguous sentences if they are grammatically correct.*) and Item 15 (*I tolerate grammatical errors if the overall meaning of expressions is well-understood.*). They both pertained to tolerating errors and thus not giving feedback. Moreover, Item 26 (*I use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften my negative feedback.*) could also be associated with tolerance in that hedged feedback can be considered as a kind of tolerance softening the possible effect of the negative feedback.

However, items on positive feedback (Item 24 *I give my students positive feedback through praise or motivating comments such as “Good student” or “Great effort”, etc.*) and negative feedback (Item 25 *I give my students negative feedback through comments such as “I could not understand the final part.” or “Be careful with the topic sentence.”, etc.*) loaded onto the same factor. As Item 26 (*I use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften my negative feedback.*) is the coalescence of both (positive and negative feedback), it was transferred to Factor 3 (Motivating Feedback and Feedforward with Holistic Evaluation) to gather all three motivational feedback types to be together under the same construct.

Next, four factors were labelled in line with their content to form the New Model of Feedback based on teachers’ perceptions. Table 37 shows the results.

Table 37*Factors, Sub-factors and Corresponding Items in the TS*

Factor 1 Direct Feedback		
sub-factor	lexis	Item 3 I directly correct the wrong use of words.
sub-factor	form	Item 6 I directly correct the wrong grammatical forms. Item 8 I directly correct the wrong use of conjunctions. Item 10 I directly correct the wrong use of spelling errors. Item 11 I directly correct the wrong use of punctuation rules.
sub-factor	meaning	Item 13 I directly make ambiguous sentences clear. Item 14 I directly correct the wrong use of metaphors and idioms in a sentence.
sub-factor	organization	Item 16 I directly correct the errors regarding the logical development in students' compositions/essays.
Factor 2 Indirect Feedback with Analytic Evaluation		
sub-factor	task	Item 1 I draw my students' attention to the inappropriate performance of the writing task through correction symbols (✓, X, ?, Gr, Sp, etc.). Item 18 I use an indirect language by using correction symbols, images, or emojis to motivate them.
sub-factor	lexis	Item 2 I draw my students' attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.). Item 4 I make ambiguous words clear without directly correcting them.
sub-factor	form	Item 5 I draw my students' attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.). Item 7 I draw my students' attention to the inappropriate use of conjunctions (and, but, so, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.). Item 9 I draw my students' attention to the inappropriate use of spelling rules through correction symbols (✓, X, ?, Gr, Sp, etc.).
sub-factor	analytic feedback	Item 23 I evaluate aspects of writing quality (content, organization, grammar, vocabulary etc.) separately to directly correct each.
Factor 3 Motivating Feedback and Feedforward with Holistic Evaluation		
sub-factor	holistic feedback	Item 17 I evaluate each sentence in relation to other sentences in students' compositions/essays. Item 22 I evaluate the overall quality of writing to emphasize students' strengths.

<i>sub-factor</i>	<i>motivating feedback</i>	Item 20 I guide students through notes/questions for students to improve the overall meaning. Item 24 I give my students positive feedback through praise or motivating comments such as “Good student” or “Great effort”, etc. Item 25 I give my students negative feedback through comments such as “I could not understand the final part.” or “Be careful with the topic sentence.”, etc.
<i>sub-factor</i>	<i>feedforward</i>	Item 19 I guide students through written notes/questions to reflect upon the overall meaning. Item 21 I give students more than one chance for improving their compositions/essays.
<i>sub-factor</i>	<i>hedged feedback</i>	Item 26 I use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften my negative feedback.

Factor 4 Tolerance of Errors/Ambiguity		
<i>sub-factor</i>	<i>tolerance of grammatical errors</i>	Item 15 I tolerate grammatical errors if the overall meaning of expressions is well-understood.
<i>sub-factor</i>	<i>tolerance of semantic errors</i>	Item 12 I tolerate ambiguous sentences if they are grammatically correct.

Table 37 above shows that the TS comprised four constructs with sub-constructs under each.

Each sub-factor denotes an aspect of a type of feedback.

5.1.7 RQ 1a The Reliability analysis of the TS in the main administration.

As can be seen in Table 38 below, the reliability analysis for each factor in the TS was computed.

Table 38*Reliability Analysis Across Factors in the Main Administration of the TS*

TS Reliability	TS N= 26	Factor 1 (n= 8)	Factor 2 (n= 8)	Factor 3 (n= 7)	Factor 4 (n= 3)	
					with item 26	without item 26
Cronbach alpha (α)	.78	.91	.85	.74	.29	.50
				with item 26		
				.75		

As is seen above, Factor 4 (*Tolerance of Errors/Ambiguity*) seems problematic in terms of its internal consistency particularly with Item 26 (*I use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften my negative feedback.*). As mentioned above, though item 26 loaded onto the same construct together with item 12 (*I tolerate ambiguous sentences if they are grammatically correct.*) and Item 15 (*I tolerate grammatical errors if the overall meaning of expressions is well-understood.*), it might have been perceived differently by the teachers. Or the wording of the item could have resulted in such a deviation. For instance the word “soften” may not have been meaningful to teachers as they might have already been sensitive towards how they interacted with their students during feedback sessions. This is why, Item 4 (*I make ambiguous words clear without directly correcting them.*) was evaluated under the 3rd construct (*Motivating Feedback and Feedforward with Holistic Evaluation*) where it would make a consistent whole with items regarding positive and negative feedback. Similarly, Item 12 (*I tolerate ambiguous sentences if they are grammatically correct.*) and Item 15 (*I tolerate grammatical errors if the overall meaning of expressions is well-understood.*) are similar in their content and thus make up a consistent construct (*Tolerance of Errors/Ambiguity*) though with a relatively low reliability ($\alpha = .50$)

All in all, statistical analyses showed that the TS was reliable and valid and therefore can be used for this study. In addition, the researcher claims that this scale can be field-tested in other studies, as well.

RQ 1a and the response thereof were written below.

Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?

5.1.8 RQ 1a Response.

Yes, the EFL Writing Teachers' Written Feedback Orientations Scale is valid and reliable enough to assess the perceptions of EFL writing teachers and to be used in this study and possibly for further studies.

Similar to the validation processes of RQ 1a, to respond to RQ 1b, factor analyses were conducted on a new hypothetical questionnaire for EFL students based on a Revised Model of Feedback, originally stemming from "A Model of Feedback to Enhance Learning" by Hattie and Timperley (2007). The analyses were run on the piloted data among 168 teachers followed by the main administration among 539 teachers.

5.2 Research Question 1b

To respond to Research Question 1b namely "Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?", the following analyses were conducted.

5.2.1 RQ 1b Assumptions of the factor analyses on the SS.

Factor analyses were run to ensure the validity and reliability of the EFL Students' Written Feedback Expectations Scale (SS) and thus find the hypothetical variables in the Revised Model of Feedback. Relevant assumptions were tested through the analyses of Cronbach alpha, Kaiser-

Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity. Results for the piloted SS and the main administration thereof are given in Table 39 below.

Table 39

Assumptions of Factor Analyses on the SS

	N	Cronbach alpha (α)	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity	df	sign
Pilot Study	168	,88	,83	1939,636	406	,01*
Main Study	539	,86	,83	4381,332	325	,01*

*p<.05

As stated elsewhere, in terms of Kaiser-Meyer-Olkin Measure of Sampling Adequacy Statistic “values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb” (Hutcheson & Sofroniou, 1999, as cited in Field, 2013, p. 647). Therefore, the figures in the above table show that assumptions of the factor analyses in both cases were met. In addition, the reliability of the scale was high given the findings of the Cronbach alpha.

5.2.2 RQ 1b The Particulars on the piloted SS.

The aim behind piloting the SS was to be able to find out what was not appropriate in terms of wording and meaning and to test its reliability and validity. This way, it could be used as a tool to reveal EFL learners’ expectations concerning feedback types in this study and other studies as well.

5.2.3 RQ 1b Exploratory Factor Analysis on All Items in the Piloted SS.

As indicated in Table 40 below, the Exploratory Factor Analysis based on the responses given to the items in the SS indicated that the questionnaire incorporates eight factors with 14 cross-loadings.

Table 40*Exploratory Factor Analysis on All Items in the Piloted SS (with Correlations above .30)*

	Component							
	1	2	3	4	5	6	7	8
Item1	.344	.336	.397	-.301		.345		
<i>I expect my writing teacher to draw my attention to the inappropriate performance of the writing task through correction symbols.</i>								
Item2	.427		.396			.375		
<i>I expect my writing teacher to provide detailed notes on how a writing task should be done correctly.</i>								
Item3	.517	.587	.305					
<i>I expect my writing teacher to draw attention to the inappropriate use of words through correction symbols.</i>								
Item4	.750							
<i>I expect my writing teacher to correct the wrong use of words.</i>								
Item5	.507					.430	.436	
<i>I expect my writing teacher to provide alternatives to even correct words to sustain a better expression.</i>								
Item6	.461	.587	.394					
<i>I expect my writing teacher to draw attention to the inappropriate use of grammatical forms through correction symbols.</i>								
Item7	.741							
<i>I expect my writing teacher to correct the wrong grammatical forms.</i>								
Item8	.428		.536		.303			
<i>I expect my writing teacher to draw attention to the inappropriate use of conjunctions (and, so, but, etc.) through correction symbols.</i>								
Item9	.810							
<i>I expect my writing teacher to correct the wrong use of conjunctions.</i>								
Item10	.584		.322					
<i>I expect my writing teacher to draw attention to the inappropriate use of spelling rules through correction symbols.</i>								
Item11	.789							
<i>I expect my writing teacher to correct the wrong use of spelling errors.</i>								
Item12	.805							
<i>I expect my writing teacher to correct the wrong use of punctuation rules.</i>								
Item13				.681				.340
<i>I expect my writing teacher to tolerate ambiguous sentences if they are grammatically correct.</i>								
Item14							.846	
<i>I expect my writing teacher to clarify ambiguous sentences while giving written feedback.</i>								
Item15	.623							
<i>I expect my writing teacher to correct the wrong use of metaphors and idioms in a sentence.</i>								
Item16				.621		.364		
<i>I expect my writing teacher to tolerate grammatical errors if the overall meaning of expressions is well-understood.</i>								
Item17	.333	.588					.395	
<i>I expect my writing teacher to correct the errors regarding the logical development in my compositions/essays.</i>								
Item18		.800						

<i>I expect my writing teacher to evaluate each sentence in relation to other sentences in my compositions/essays.</i>			
Item19	.363	.591	
<i>I expect my writing teacher to use an indirect language by using correction symbols, images, or emojis while giving written feedback.</i>			
Item20		.759	
<i>I expect my writing teacher to guide me through questions to reflect upon the problematic parts while giving written feedback.</i>			
Item21		.519	
<i>I expect my writing teacher to give me more than one chance for improving my compositions/essays.</i>			
Item22	.302	.617	
<i>I expect my writing teacher to write some notes regarding the next steps for me to improve my writing skills while giving written feedback.</i>			
Item23		.592	
<i>I expect my writing teacher to use holistic scoring (grading for overall quality) to hide my weaknesses and to emphasize my strengths while giving written feedback.</i>			
Item24	.511	.513	-.399
<i>I expect my writing teacher use analytic scoring (separate grading for aspects of quality such as organization, grammar, etc.) to show both my weaknesses and strengths while giving written feedback.</i>			
Item25		.774	
<i>I expect my writing teacher to appreciate my good performance through encouraging comments while giving written feedback.</i>			
Item26		.753	
<i>I expect my writing teacher to criticize me concerning the errors in my compositions/essays while giving written feedback.</i>			
Item27	.621	.321	.472
<i>I expect my writing teacher to address me by my name while giving overall feedback at the end of my compositions/essays.</i>			
Item28			.723
<i>I expect my writing teacher to use phrases such as “I think, Maybe, Next time, you can ...” etc. to avoid negativity while giving feedback.</i>			
Item29		.712	
<i>I expect my writing teacher to use an impersonal language while giving feedback, avoiding terms like “you”.</i>			

As can be seen above, two of the items that loaded onto multiple factors were Item 1 (*I expect my writing teacher to draw my attention to the inappropriate performance of the writing task through correction symbols.*) and Item 2 (*I expect my writing teacher to provide detailed notes on how a writing task should be done correctly.*) both tapping feedback on how to accomplish writing tasks. However, there must have gone something wrong with these items as they were weakly correlated with several constructs. The terms “drawing attention through correction

symbols” and “writing task” may have been understood in a way different than what they were written for. To put it simply, Item 1 and Item 2 loaded onto 1st and 2nd construct concurrently. In the former, there are items that generally refer to direct correction yet in the latter, items mainly tackle indirect feedback via correction symbols. Thus, some respondents might not have differentiated between the two when the foci of feedback was writing tasks not the writing itself.

Table 41 below indicates a relatively clear picture of the factors with their loadings as correlations below .30 were excluded.

Table 41

Exploratory Factor Analysis on All Items in the Piloted SS (with Correlations above .40)

	Component							
	1	2	3	4	5	6	7	8
Item2	.427							
Item3	.517	.587						
Item4	.750							
Item5	.507					.430	.436	
Item6	.461	.587						
Item7	.741							
Item8	.428		.536					
Item9	.810							
Item10	.584							
Item11	.789							
Item12	.805							
Item13				.681				
Item14							.846	
Item15	.623							
Item16				.621				
Item17		.588						
Item18		.800						
Item19						.591		
Item20						.759		
Item21					.519			
Item22					.617			
Item23				.592				
Item24		.511			.513			
Item25					.774			
Item26			.753					
Item27			.621					.472
Item28								.723
Item29				.712				

The figures above revealed that the scheme concerning the factors in the TS was more refined albeit six cross-loadings. Among them was Item 5 (*I expect my writing teacher to provide alternatives to even correct words to sustain a better expression.*) as the only item on feedback on vocabulary having loaded onto more than two variables. On the one hand it is evaluated in the 1st and 6th constructs that are mostly on an indirect way of feedback by means of correction symbols. On the other hand, it is dealt within the 7th construct that incorporated feedback on meaning at sentence level. It is apparent some respondents perceived giving feedback on alternative words as an indirect way of improving students' vocabulary and something related to feedback on semantics.

After the tables as an output of EFA were interpreted, as a second step, a Confirmatory Factor Analysis (CFA) was run on all items with four factors so that the questionnaire would fit into the original theoretical model.

5.2.4 RQ 1b Confirmatory Factor Analysis on All Items with Four Factors in the Piloted SS.

Table 42 below shows the results of the CFA based on all items with four factor following the categorization in the original theoretical model of feedback. That is to say, the first construct was assumed to be on direct correction, the second construct on indirect feedback via correction symbols, the third on strategy development and feedforward and the fourth one on increasing student motivation.

Table 42

Exploratory Factor Analysis on All Items in the Piloted SS (with Correlations above .30)

	Component			
	1	2	3	4
Item1	.303	.698		
Item2	.384	.625		
Item3	.466	.737		
Item4	.721			
Item5	.500		.332	
Item6	.437	.710		
Item7	.696			
Item8	.389	.384	.415	
Item9	.798			
Item10	.573	.429	.312	
Item11	.777			
Item12	.806			
Item13				.678
Item14			.522	
Item15	.628		.349	
Item16				.722
Item17	.358	.506	.442	
Item18		.451		
Item19		.430		.603
Item20		.461		.412
Item21			.555	
Item22			.664	
Item23				.597
Item24			.564	
Item25			.634	
Item26		.480		
Item27		.465	.361	
Item28		.424		
Item29				.540

Figures above indicate that there were 12 cross-loadings in this pattern. When closely examined it was found out that the way feedback was given in an indirect manner was penetrated into 2nd and 3rd and the 4th constructs meaning that there is not a clear-cut distinction between providing indirect feedback, teaching strategies and motivating students. That is to say, indirect feedback itself can be a tool for motivating students by not focusing on the errors explicitly.

Another important point was that items regarding tolerating errors rather than providing the correct form (*Item 16 I expect my writing teacher to tolerate grammatical errors if the overall meaning of expressions is well-understood.*) and meaning (*Item 13 I expect my writing teacher to tolerate ambiguous sentences if they are grammatically correct.*) loaded onto the same construct with Item 20 (*I expect my writing teacher to guide me through questions to reflect upon the problematic parts while giving written feedback.*). This implies that teachers were seeking an alternative way to direct or indirect feedback by ignoring errors maybe to make students reflect upon their own mistakes.

Further, Table 43 shows the distribution of items when correlations under .40 are suppressed.

Table 43

Exploratory Factor Analysis on All Items in the Piloted SS (with Correlations above .40)

	Component			
	1	2	3	4
Item1		.698		
Item2		.625		
Item3	.466	.737		
Item4	.721			
Item5	.500			
Item6	.437	.710		
Item7	.696			
Item8			.415	
Item9	.798			
Item10	.573	.429		
Item11	.777			
Item12	.806			
Item13				.678
Item14			.522	
Item15	.628			
Item16				.722
Item17		.506	.442	
Item18		.451		
Item19		.430		.603
Item20		.461		.412
Item21			.555	
Item22			.664	
Item23				.597
Item24			.564	
Item25			.634	
Item26		.480		
Item27		.465		
Item28		.424		
Item29				.540

As is seen above, there were still cross-loadings (N= 6) in the CFA on the piloted SS. The reason can be that participating teachers may have inferred some items tapped the same underlying trait though they were originally written for different purposes. Therefore, it was decided that those items needed to be worked upon for a refinement process. To this end, some revisions were made such as eliminating words that could be misinterpreted, e.g. criticize, or

avoiding some specific terms, e.g. holistic grading. (For further details, please see Data Collection and Procedures Research Question 1.)

The process was finalized by the second (main) administration of the questionnaire.

5.2.5 RQ 1b Exploratory Factor Analysis on All Items in the Main Administration of the SS.

As indicated in Table 44 below, at first an Exploratory Factor Analysis (EFA) with a Varimax rotation was run and six factors came out in the SS. The results of the EFA with correlations above .30 follow.



Table 44

Exploratory Factor Analysis on All Items in the Main Administration of the SS (with Correlations above .30)

	Component					
	1	2	3	4	5	6
Item1		.792				.306
<i>I expect my writing teacher to draw my attention to the inappropriate performance of the writing task through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>						
Item2		.813				
<i>I expect my writing teacher to draw my attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>						
Item3		.741				
<i>I expect my writing teacher to directly correct the wrong use of words.</i>						
Item4					.332	
<i>I expect my writing teacher to make ambiguous words clear without directly correcting the wrong use.</i>						
Item5		.685				
<i>I expect my writing teacher to draw my attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>						
Item6		.844				
<i>I expect my writing teacher to directly correct the wrong grammatical forms.</i>						
Item7		.683	.318			
<i>I expect my writing teacher to draw my attention to the inappropriate use of conjunctions (and, so, but, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>						
Item8		.671				
<i>I expect my writing teacher to directly correct the wrong use of conjunctions.</i>						
Item9		.649				
<i>I expect my writing teacher to draw my attention to the inappropriate use of spelling rules through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>						
Item10		.810				
<i>I expect my writing teacher to directly correct the wrong use of spelling errors.</i>						
Item11		.584				.383
<i>I expect my writing teacher to directly correct the wrong use of punctuation rules.</i>						
Item12					.838	
<i>I expect my writing teacher to tolerate ambiguous sentences if they are grammatically correct.</i>						
Item13		.757				
<i>I expect my writing teacher to directly make ambiguous sentences clear.</i>						
Item14		.715				
<i>I expect my writing teacher to directly correct the wrong use of metaphors and idioms in a sentence.</i>						
Item15					.878	
<i>I expect my writing teacher to tolerate grammatical errors if the overall meaning of expressions is well-understood.</i>						
Item16		.667				
<i>I expect my writing teacher to directly correct the errors regarding the logical development in my compositions/essays.</i>						
Item17			.566			

<i>I expect my writing teacher to evaluate each sentence in relation to other sentences in my compositions/essays.</i>		
Item18	.312	.640
<i>I expect my writing teacher to use an indirect language by using correction symbols, images, or emojis to motivate me.</i>		
Item19	.742	
<i>I expect my writing teacher to guide me through notes/questions to reflect upon the overall meaning.</i>		
Item20	.306	.671
<i>I expect my writing teacher to guide me through notes/questions for students to improve the overall meaning.</i>		
Item21	.422	.339
<i>I expect my writing teacher to give me more than one chance for improving my compositions/essays.</i>		
Item22	.589	.433
<i>I expect my writing teacher to evaluate the overall quality of my writing to emphasize my strengths.</i>		
Item23	.527	.402
<i>I expect my writing teacher to evaluate aspects of writing quality (content, organization, grammar, vocabulary, etc.) separately to directly correct each.</i>		
Item24	.792	
<i>I expect my writing teacher to give me positive feedback through praise or encouraging comments such as "Good student" or "Great effort", etc.</i>		
Item25		.550
<i>I expect my writing teacher to give me negative feedback through comments such as "I could not understand the final part." or "Be careful with the topic sentence.", etc.</i>		
Item26	.808	
<i>I expect my writing teacher to use phrases such as "I think, Maybe, Next time, you can ..." etc. to soften negative feedback.</i>		

As is seen above, though many items (n= 18) loaded onto the same underlying traits, eight items were scattered irregularly (with correlations above .30). An example is that Item 23 [*I expect my writing teacher to evaluate aspects of writing quality (content, organization, grammar, vocabulary, etc.) separately to directly correct each.*] loaded onto both 3rd and 6th factors with a higher correlation in the former. The 6th construct also contains Item 25 (*I expect my writing teacher to give me negative feedback through comments such as "I could not understand the final part." or "Be careful with the topic sentence.", etc.*). This might mean that some respondents could have been in demand of getting feedback on individual aspects of writing (content, organization, grammar, vocabulary, etc.) and in a realistic manner (via "*I could not understand the final part.*" or "*Be careful with the topic sentence.*")

Further, Table 45 below represents the pattern in the SS revealed by the EFA in a more consistent manner.

Table 45

Exploratory Factor Analysis on All Items in the Main Administration of the SS (with Correlations above .40)

	Component					
	1	2	3	4	5	6
Item1		.792				
Item2		.813				
Item3	.741					
Item4						
Item5		.685				
Item6	.844					
Item7		.683				
Item8	.671					
Item9		.649				
Item10	.810					
Item11	.584					
Item12					.838	
Item13	.757					
Item14	.715					
Item15					.878	
Item16	.667					
Item17			.566			
Item18				.640		
Item19			.742			
Item20			.671			
Item21			.422			
Item22			.589			.433
Item23			.527			.402
Item24				.792		
Item25						.550
Item26				.808		

As is seen above, the pattern regarding the EFA on the main administration of the SS shows a regular distribution of items. Still, in order to see a clearer picture with respect to the 3rd and the 4th constructs particularly, a Confirmatory Factor Analysis was conducted.

5.2.6 RQ 1b Confirmatory Factor Analysis on All Items with Four Factors in the Main Administration.

In order to find the underlying theoretical and componential scheme of the SS, a Confirmatory Factor Analysis (CFA) with a Varimax rotation was run. The rotated component matrix for the SS is given in Table 46 with correlations lower than .30 suppressed and Table 47 below reveals a more concentrated pattern as the correlations below .40 were left out.

Table 46

Confirmatory Factor Analysis on All Items with Four Factors in The Main Administration of the SS (with Correlations above .30)

	Component			
	1	2	3	4
Item1		.790		
Item2		.806		
Item3	.716			
Item4				.348
Item5		.708		
Item6	.831			
Item7		.707		
Item8	.645			
Item9		.665		
Item10	.807			
Item11	.602			
Item12				.803
Item13	.771			
Item14	.736			
Item15				.856
Item16	.692			
Item17		.301	.374	
Item18			.597	
Item19		.372	.503	
Item20		.437	.540	
Item21		.317	.494	
Item22			.596	
Item23	.338		.462	
Item24			.718	
Item25			.378	
Item26			.663	

Table 47

Confirmatory Factor Analysis on All Items with Four Factors in the Main Administration of the SS (with Correlations above .40)

	Component			
	1	2	3	4
Item1		.790		
Item2		.806		
Item3	.716			
Item4				
Item5		.708		
Item6	.831			
Item7		.707		
Item8	.645			
Item9		.665		
Item10	.807			
Item11	.602			
Item12				.803
Item13	.771			
Item14	.736			
Item15				.856
Item16	.692			
Item17				
Item18			.597	
Item19			.503	
Item20		.437	.540	
Item21			.494	
Item22			.596	
Item23			.462	
Item24			.718	
Item25				
Item26			.663	

Table 46 above indicates that many items loaded onto constructs with high correlations. Nevertheless, the number of cross-loadings was five. As well, Table 47 revealed that Item 4 (*I expect my writing teacher to make ambiguous words clear without directly correcting the wrong use.*) and Item 25 (*I expect my writing teacher to give me negative feedback through comments such as “I could not understand the final part.” or “Be careful with the topic sentence.”, etc.*) disappeared when correlations below .40 were suppressed.

It should be noted that Item 4 loaded onto the 4th factor with Items 12 (*I expect my writing teacher to tolerate ambiguous sentences if they are grammatically correct.*) and Item 15 (*I expect my writing teacher to tolerate grammatical errors if the overall meaning of expressions is well-understood.*) albeit with a low correlation ($r = .34$) Yet, as Item 4 taps the content of Indirect Feedback, it was interpreted that it should be incorporated into the 2nd construct. Apart from the transfer of this item, no change was done in the model that came out of the SS.

Subsequently, the four factors out of the CFA were labelled in line with their content to form The New Model of Feedback based on students' expectations as displayed in Table 48 below.

Table 48*Factors, Sub-factors and Corresponding Items in the SS*

Factor 1 Direct Feedback		
<i>sub-factor</i>	<i>lexis</i>	ITEM 3 I expect my writing teacher to directly correct the wrong use of words.
<i>sub-factor</i>	<i>form</i>	ITEM 6 I expect my writing teacher to directly correct the wrong grammatical forms. ITEM 8 I expect my writing teacher to directly correct the wrong use of conjunctions. ITEM 10 I expect my writing teacher to directly correct the wrong use of spelling errors. ITEM 11 I expect my writing teacher to directly correct the wrong use of punctuation rules.
<i>sub-factor</i>	<i>meaning</i>	ITEM 13 I expect my writing teacher to directly make ambiguous sentences clear. ITEM 14 I expect my writing teacher to directly correct the wrong use of metaphors and idioms in a sentence.
<i>sub-factor</i>	<i>organization</i>	ITEM 16 I expect my writing teacher to directly correct the errors regarding the logical development in my compositions/essays.
Factor 2 Indirect Feedback		
<i>sub-factor</i>	<i>task</i>	ITEM 1 I expect my writing teacher to draw my attention to the inappropriate performance of the writing task through correction symbols (✓, X, ?, Gr, Sp, etc.).
<i>sub-factor</i>	<i>lexis</i>	ITEM 2 I expect my writing teacher to draw my attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.).
<i>sub-factor</i>	<i>form</i>	ITEM 5 I expect my writing teacher to draw my attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.). ITEM 7 I expect my writing teacher to draw my attention to the inappropriate use of conjunctions (and, so, but, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.). ITEM 9 I expect my writing teacher to draw my attention to the inappropriate use of spelling rules through correction symbols (✓, X, ?, Gr, Sp, etc.). ITEM 4 I expect my writing teacher to make ambiguous words clear without directly correcting the wrong use.

Factor 3 Motivating Feedback and Feedforward with Hybrid Evaluation

<i>sub-factor</i>	<i>holistic feedback</i>	ITEM 17 I expect my writing teacher to evaluate each sentence in relation to other sentences in my compositions/essays. ITEM 22 I expect my writing teacher to evaluate the overall quality of my writing to emphasize my strengths.
<i>sub-factor</i>	<i>analytic feedback</i>	ITEM 23 I expect my writing teacher to evaluate aspects of writing quality (content, organization, grammar, vocabulary, etc.) separately to directly correct each.
<i>sub-factor</i>	<i>motivating feedback</i>	ITEM 18 I expect my writing teacher to use an indirect language by using correction symbols, images, or emojis to motivate me. ITEM 24 I expect my writing teacher to give me positive feedback through praise or encouraging comments such as “Good student” or “Great effort”, etc. ITEM 25 I expect my writing teacher to give me negative feedback through comments such as “I could not understand the final part.” or “Be careful with the topic sentence.” etc.
<i>sub-factor</i>	<i>feedforward</i>	ITEM 26 I expect my writing teacher to use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften negative feedback. ITEM 19 I expect my writing teacher to guide me through notes/questions to reflect upon the overall meaning. ITEM 20 I expect my writing teacher to guide me through notes/questions for students to improve the overall meaning. ITEM 21 I expect my writing teacher to give me more than one chance for improving my compositions/essays.

Factor 4 Tolerance of Errors/Ambiguity

<i>sub-factor</i>	<i>tolerance of grammatical errors</i>	Item 15 I expect my writing teacher to tolerate grammatical errors if the overall meaning of expressions is well-understood.
<i>sub-factor</i>	<i>tolerance of semantic errors</i>	Item 12 I expect my writing teacher to tolerate ambiguous sentences if they are grammatically correct.

As is seen above, each factor in the SS has a componential structure meaning that each major factor stems from underlying traits, sub-factors.

5.2.7 RQ 1b The Reliability Analysis of the SS in the Main Administration.

As a final step reliability analysis for each factor was computed and presented in Table 49 below.

Table 49*Reliability Analyses Across Factors in the Main Administration of the SS*

TS	SS	Factor 1	Factor 2	Factor 3	Factor 4	
					with item 4	without item 4
Reliability Cronbach alpha (α)	.86	.88	.81	.77	.57	.73
			with Item 4 .74			

As is seen above, alpha for each factor changes from average to high. Evidently, Item 4 reduces the internal consistency of the scale. The reason could be its wording. It includes two opposing phrases: *to make ambiguous words clear* (and) *without directly correcting the wrong use*. As well, the term ambiguity might have sounded as an abstract term on the part of students.

Statistical analyses aforementioned indicated that the SS was found to be reliable and valid and thus can be used for this study. In addition, the researcher claims that this scale can be field-tested in other studies, as well.

To sum RQ 1b and its response follow.

Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?

5.2.8 RQ 1b Response.

Yes, the EFL Students' Written Feedback Expectations Scale is valid and reliable enough to assess the perceptions of EFL learners and to be used in this study and possibly for further studies.

5.3 Research Question 1

5.3.1 The New Model of Feedback.

First and foremost, it may be recalled that the items in the TS and the SS were written based on the Revised Model of Feedback which theoretically stemmed from “A Model of Feedback to Enhance Learning” by Hattie and Timperley (2007). After all the analyses and interpretation processes were completed, it was decided to call the Revised Model of Feedback as the New Model of Feedback due to some reasons.

One major justification is that the Revised Model was the initial step to write the two questionnaires on the perceptions of teachers and students regarding feedback. The initial items were exposed to editions and revisions after the piloting processes. Therefore, the questionnaires were turned into scales after being administrated and factorized twice. As a consequence of these, the New Model of Feedback emerged out of two validated scales:

- The EFL Writing Teachers’ Written Feedback Orientations Scale
- The EFL Students’ Written Feedback Expectations Scale

Additionally, the use of “new” in designating the emerging model of feedback could also be justified by the fact that the tools, procedures and analyses regarding are quite different than those that produced the feedback model by Hattie and Timperley (2007). The original model was based upon the evaluations of the researchers upon an expansive analysis of meta-analyses (Hattie, 1999). Based on the “mixed effects of feedback” (Hattie & Timperley, 2007, p. 86) that were revealed out of those meta-analyses, “a model of feedback is used as a framework to understand why some particular kinds of feedback promote learning effectively and why some others do not” (Hattie & Timperley, 2007, p. 86). However, within the realm of this research, each part was mapped out, realized and interpreted for the purpose of this study.

Further, The New Model of Feedback subsumes a kind of feedback named *Tolerance of Errors/Ambiguity* which does not have a direct equivalence in the original model. Given feedback may sometimes act as a tool to motivate students or make them decide on their own errors, this type draws upon the teacher's filtering feedback and emphasizing students' strengths by not focusing on every bit of errors. As the analytic or holistic feedback together with feedforward may already provide students a prompt to think upon errors, ignoring uncertainty might also be deemed as a feedback type as perceived by the respondents of the scale.

The New Model of Feedback with two dimensions is given below:

Table 50

The New Model of Feedback with Two Dimensions

The New Model of Feedback with Teachers' Dimension				
EFL Writing Teachers' Written Feedback Orientations	Direct Feedback	Indirect Feedback with Analytic Evaluation	Motivating Feedback and Feedforward with Holistic Evaluation	Tolerance of Errors/Ambiguity
	<i>lexis</i>	<i>task</i>	<i>holistic feedback</i>	<i>grammar</i>
	<i>form</i>	<i>lexis</i>	<i>motivating feedback</i>	
			<i>(positive/negative/hedged)</i>	
	<i>meaning</i>	<i>form</i>	<i>feedforward</i>	<i>meaning</i>
	<i>organization</i>	<i>analytic feedback</i>		
The New Model of Feedback with Students' Dimension				
EFL Students' Written Feedback Expectations	Direct Feedback	Indirect Feedback	Motivating Feedback and Feedforward with Hybrid Evaluation	Tolerance of Errors/Ambiguity
	<i>lexis</i>	<i>task</i>	<i>holistic feedback</i>	
	<i>form</i>	<i>lexis</i>	<i>analytic feedback</i>	<i>grammar</i>
	<i>meaning</i>	<i>form</i>	<i>motivating feedback</i>	<i>meaning</i>
			<i>(positive/negative/hedged)</i>	
	<i>organization</i>		<i>feedforward</i>	

According to Table 50 above, teachers and students perceived Direct Feedback and its sub-constructs in the same manner. That is to say, they favored the use of direct intervention on errors regarding lexis, form, meaning and organization as part of writing skills.

On the other hand, evaluating students' papers on individual criteria (analytically) or from a more encompassing perspective (holistically) might have been perceived as different practices by teachers. This is why analytic and holistic as labels were used separately in teachers' model of feedback. However, in students' model, it was entitled as "hybrid" implying students' favoring them both or not differentiating between the two.

Hence, The New Model of Feedback can be used to reveal the orientations and expectations of EFL teachers and students in terms of feedback practices.

5.3.2 Comparison of the Original Model of Feedback and the New Model of Feedback.

The analyses concerning the responses to the items in the scales tapping teachers' (TS) and students' perceptions (SS) yielded a New Model of Feedback. Components of The New Model of Feedback and the original model by Hattie and Timperley (2007) are shown in Table 51 and Table 52 below.

Table 51

Comparison of the Original and the New Model of Feedback with Teachers' Dimension

The New Model Of Feedback	The Original Feedback Model	Item Numbers in the TS
<i>Direct Feedback</i>	Task	3, 6, 8, 10, 11, 13, 14, 16
<i>Indirect Feedback with Analytic Evaluation</i>	Process, Self-regulation	1, 2, 4, 5, 7, 9, 18, 23
<i>Motivating Feedback and Feedforward with Holistic Evaluation</i>	Process, Self-regulation, Self	17, 19, 20, 21, 22, 24, 25, 26
<i>Tolerance of Errors/Ambiguity</i>	Process, Self-regulation	12, 15

Table 52

Comparison of the Original and the New Model of Feedback with Students' Dimension

The New Model Of Feedback	The Original Feedback Model	Item Numbers in the SS
<i>Direct Feedback</i>	Task	3, 6, 8, 10, 11, 13, 14, 16
<i>Indirect Feedback</i>	Process, Self-regulation	1, 2, 5, 7, 9, 4
<i>Motivating Feedback and Feedforward with Hybrid Evaluation</i>	Process, Self-regulation, Self	17, 18, 19, 20, 21, 22, 23, 24, 25, 26
<i>Tolerance of Errors/Ambiguity</i>	Process, Self-regulation	12, 15

Similarities and differences between the two models across major components are explained below.

Type 1 Direct Feedback (in the TS and SS)

Evidently, the types of feedback in the original model and the new model have commonalities. To illustrate, *Direct Feedback* in the form of an explicit corrective feedback “to build more

surface knowledge” (Hattie & Timperley, 2007, p. 91) is in line with its equivalence in the original model, called *Task*.

Type 2 Indirect Feedback with Analytic Evaluation (TS) / Indirect Feedback (SS)

Moreover, there is the *Process* type of feedback in the original model, which “relates to students’ strategies for error detection” (Hattie & Timperley, 2007, p. 93) and “can act as a cueing mechanism and lead to more effective information search” (Hattie & Timperley, 2007, p. 93). In the new model, though, the implications and applications of the *Process* type of feedback seems to have been penetrated into three categories. It is probable that participants of the study did not see feedback as something having a fixed nature. Rather, they did gain it a graded nature, from a less intense way of feedback (*Indirect Feedback*) to ignoring errors (*Tolerance of Errors/Ambiguity*).

Similarly, *Indirect Feedback with Holistic Evaluation* includes some scaffolding yet it is limited by reason of the use of correction symbols. Teachers tended to use such devices as correction symbols to a higher degree than they did direct feedback. Likewise, students wanted to be guided to such an extent that some room was still left for them to comment on the feedback and find the correct language use and usage themselves. Accordingly, this might help improve their autonomy as “deep understanding of learning” might be triggered (Hattie & Timperley, 2007, p. 93).

Type 3 Motivating Feedback and Feedforward with Holistic Evaluation (TS) / Motivating Feedback and Feedforward with Hybrid Evaluation (SS)

The feedback type *Self-regulation* in the original model “addresses the way students monitor, direct and regulate actions toward the learning goal” (Hattie & Timperley, 2007, p. 93). *Motivating Feedback and Feedforward with Holistic / Hybrid Evaluation* in the New Model of Feedback corresponds respectively to three types of feedback in the original model: *Process*,

Self-regulation and Self. In other words, the components in the New Model of Feedback includes a blend of feedback types in the original feedback model indicating a more specified and thus contextualized nature of feedback practices. For instance, participating teachers not only claimed they applied indirect feedback by means of error codes but also assessed several aspects of writing from an analytic point of view. Applying correction symbols to make feedback less direct did not seem to have prevented teachers from examining errors via analytic evaluation.

Finally, in the original model, the feedback type Self refers to “personal feedback” with “little task-related information” (Hattie & Timperley, 2007, p. 96). However, in the new Model of Feedback, relevant types were not embodied separately as a major component. Rather, they were subsumed under the compact type of feedback titled as *Motivating Feedback and Feedforward with Holistic / Hybrid Evaluation*. Particularly, students seem not to have favored guidance on their errors through feedback per se but by some reflective notes or questions that might help them in the forthcoming tasks. Similarly, items on positive, negative and hedged feedback are gathered under this category as well, an implication that students favored negative feedback coupled with positive motivating comments.

Type 4 Tolerance of Errors/Ambiguity (in the TS and SS)

The 4th type of feedback in the New Model of Feedback was *Tolerance of Errors/Ambiguity* – teachers’ being selective while giving feedback or students demanding for it. Hattie and Timperley (2007) second that “when the immediate feedback specific to each performance was reduced, strategies were promoted that involved more of the problem elements representing higher level responses”. (p. 91). Therefore, by not identifying errors, teachers could promote more cognitive effort in the further trials by students. This is why, *Tolerance of Errors/Ambiguity* can refer both to the *Process* and the *Self-regulation* type of feedback in the original model.

The reason is that even when errors are tolerated, by means of analytic or holistic evaluation, students can get something is not right in their writing practices. So, it may be suggested they be given one more chance in the form of feedforward to gain self-agency. To sum, tolerating errors at the onset may yield students' gaining self-regulation that includes "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000, p. 14, as cited in Hattie & Timperley, 2007, p. 94). Thus, it could be better to consider the feedback types as complementary.

Further, it should be recalled that the two scales were found to be valid so they can be a base for The New Model of Feedback as well as for further studies. It is a general acceptance that both parties might diverge in how they perceive and respond to educational practices such as feedback. Following this assumption, two scales were developed separately despite depending on a same theoretical scheme. Through the scale, while teachers were asked about their attitudes regarding feedback, students were asked about their expectations of their writing teachers' attitudes and implementations of feedback practices. An initial assumption that teachers and students might differ in how they deal with feedback types was confirmed by the findings of the study.

To add, the scales were developed and tested following a series of events each of which contributed to their validity and reliability. (Please see CHAPTER 4 METHODOLOGY, 4.8. Validity, Reliability, Ethical Issues.)

Further, the aim of developing scales and a new model of feedback was to fill in the blank detected based on an expansive review of literature and the use of feedback in practice. In the end, two new models reflecting teacher perspective and student perspective came out.

The original model and the new model of feedback are presented in Table 53 below.

Table 53

“A Model of Feedback to Enhance Learning” and The New Model of Feedback

“A Model of Feedback to Enhance Learning” (Hattie & Timperley, 2007)				
Task Level	Process Level	Self-regulation Level	Self Level	
<i>How well tasks are understood/performed?</i>	<i>The main process needed to understand/perform tasks</i>	<i>Self-monitoring, directing, and regulating of actions</i>	<i>Personal evaluations, and affect (usually positive) about the learner</i>	

The New Model of Feedback with Teachers’ Dimension				
EFL Writing Teachers’ Written Feedback Orientation	Direct Feedback	Indirect Feedback with Analytic Evaluation	Motivating Feedback and Feedforward with Holistic Evaluation	Tolerance of Errors/Ambiguity
	<i>lexis</i>	<i>task</i>	<i>holistic feedback</i>	<i>grammar</i>
	<i>form</i>	<i>lexis</i>	<i>motivating feedback (positive/negative/hedged)</i>	
	<i>meaning</i>	<i>form</i>	<i>Feedforward</i>	<i>meaning</i>
	<i>organization</i>	<i>analytic feedback</i>		

The New Model of Feedback with Students’ Dimension				
EFL Students’ Written Feedback Expectations	Direct Feedback	Indirect Feedback	Motivating Feedback and Feedforward with Hybrid Evaluation	Tolerance of Errors/Ambiguity
	<i>lexis</i>	<i>task</i>	<i>holistic feedback</i>	<i>grammar</i>
	<i>form</i>	<i>lexis</i>	<i>analytic feedback</i>	
	<i>meaning</i>	<i>form</i>	<i>motivating feedback (positive/negative/hedged)</i>	<i>meaning</i>
	<i>organization</i>		<i>feedforward</i>	

5.3.3 (Re)Construction.

As can be seen above in Table 53 above, there are “four levels of feedback” in the original model by Hattie and Timperley (2007, p. 90):

- Task Level
- Process Level
- Self-regulation Level
- Self-Level

Feedback of task level, for instance, is given to “distinguishing correct from incorrect answers, ..., building more surface knowledge” (p. 91). On the other hand, a feedback of process level involves information is “more specific to the processes underlying tasks or relating and extending tasks” (p. 93). The third level of feedback, self-regulation, “addresses the way students monitor, direct, and regulate actions toward the learning goal”. Yet, the final level, self, is more on the person taking feedback rather than the work itself thus “containing little task-related information” (p. 96).

However, in actual practice of feedback, some reasons including immediate or unobserved needs of students might necessitate the use of feedback types not yet described under these four levels. The content of feedback should also be highlighted in the sense that task-level feedback on grammar or meaning-based errors might be appreciated differently by feedback takers. In that regard, the new model could be said to be a reconstructed version of the original model albeit unique findings regarding types of feedback and their content.

For instance, in the new model the types of feedback from teachers’ perspective are called:

- Direct Feedback
- Indirect Feedback with Analytic Evaluation

- Motivating Feedback and Feedforward with Holistic Evaluation
- Tolerance of Errors/Ambiguity

On the other hand, the types of feedback from learners' perspective are called:

- Direct Feedback
- Indirect Feedback
- Motivating Feedback and Feedforward with Hybrid Evaluation
- Tolerance of Errors/Ambiguity

The most salient similarity between the original and the new model is the task level or the direct feedback. That is, the information learners lack is conveyed directly resulting the role of teachers as a transmitter to emerge. This said, when learners receive feedback they immediately see where they made mistakes and how they can fix. Apparently, this type of feedback does not let students invest in their own learning process but their teachers do it by the shortest route.

Being the major difference between the original and the new model is the emergence of sub-types of feedback which actually points to the content of the major type of feedback such as direct, indirect or motivating. Though Task Level and Direct Feedback overlap with regard to how they are offered, we do not know in the former case for what Task Level is preferred most. However in the latter case, we know that Direct Feedback is preferred when errors are related to:

- Lexis
- Form
- Meaning
- Organization

The categorization of these sub-types is important in the sense that respondents prefer direct feedback mostly for errors on vocabulary, grammar, meaning and the organization of ideas. This is a good indication of the respondents' awareness as to what constitutes a quality writing.

The next type Process Level and Indirect Feedback converge to a certain level in that for both the focal point is leading towards learning not the learning itself. For example, teachers use correction symbols like gr (grammar), sp (spelling), nw (wrong word), etc. to indicate there is an error to deal with without revealing the correct form.

However, from teachers' perspective, in the new model of feedback, analytic feedback is integrated into the use of indirect feedback. While evaluating learners' writing practices, teachers give some support on content, organization, grammar, vocabulary, etc. In this sense, such specific guidance might be perceived as a direct feedback though labelled under indirect (based on statistical analyses explained earlier). As teachers point to the categorizations of errors by evaluating or grading them, students have still the room to enhance their writing skills by finding out the errors.

Further, similar to the analysis of Direct Feedback, Indirect Level was also delved into so as to find out which content is most preferred when it comes to feedback within an indirect manner. As can be seen in Table 1 above, the following sub-types were found out.

- Task
- Lexis
- Form

It is apparent respondents give or receive indirect feedback on how a writing should be done, vocabulary and grammar. However, teachers rather than students also preferred using analytic feedback while giving indirect feedback. Teachers seem to have preferred combining an

indirect approach with a more specified one as in analytic feedback. In other words they could be pursuing the balance between their intervention in the process and that of the students’.

The scope of the 3rd type of feedback, Self-regulation Level, and Motivating Feedback intersects as in the case of the abovementioned types. This type of feedback not only increase motivation in its classical sense but also guides towards self-regulation, which might bear “internal feedback” (Hattie & Timperley, 2007, p. 94). Some end-notes or questions emphasizing the content area errors belong to and writing upon strategies to stress the strength in writing could be seen under this type. Each learner may benefit from the motivating feedback even if it does not lead to a certain route for corrected responses so that they customize their writing process. This said, learner autonomy might be triggered by teachers’ using feedback as a tool for improvement not as a dashboard.

The Self Level of feedback in the original feedback model often in the form of praise was reported as personal thus not a product-based tool for improvement. Unlike in the original model, in this new model, positive or negative feedback were classified under the 3rd type, Motivating Feedback. This might be indication that teachers and learners do not consider self-feedback as a separate entity but a part of feedback to improve and reflect upon.

As in the case of the first two types of feedback in the new model of feedback, there are also sub-types regarding the 3rd type of feedback. They are:

- Holistic feedback
- Motivating feedback (positive, negative, hedged)
- Feedforward

The emergence of sub-types upon factorial analyses points to a fact that respondents either teachers or students preferred feedback to emphasize strengths rather than weaknesses (holistic), some praise with support on writing as well (motivating feedback) and feedforward

some clues on future tasks (feedforward). However, student respondents did not see any difference between holistic and analytic feedback and based on their responses these two types were classified under the same major type of feedback: the 3rd type. It seems that unlike teachers, students focus more on the feedback itself rather than how it is conveyed.

In the new model of feedback there revealed a new type of feedback: Tolerance of Errors/Ambiguity which refers to teachers' tolerating ambiguous sentences or grammatical errors. This way, learners might put more efforts into their writing process as they are given a chance to improve without concrete clues.

Additionally, the sub-types of the 4th major type of feedback follow:

- Grammar
- Meaning

The above finding is an indication that be they teachers or students, respondents to the scales preferred giving or receiving no feedback on occasions. Relating this finding with that of the 3rd type of feedback, it could be said that learner autonomy might be triggered by less direct feedback or non-existence of feedback. As in either case, learners might feel the need to monitor their own writing practices and deal with them when and where necessary, devoid of direct teacher support.

Last but not least, the new model drew upon “A Model of Feedback to Enhance Learning” (Hattie & Timperley, 2007) which is an output of the analyses of many meta-analyses. Therefore, it could be considered as the reconstruction of the original model. However, the new model of feedback was an output of new studies conducted for developing a scale for finding out the feedback-based preferences of writing teachers and students. In this respect, The New Model of Feedback with Teachers' Dimension based on the TS and The New Model of

Feedback with Students' Dimension based on the SS could be said to have followed a construction of processes.

5.3.4 Graded nature.

To go more into detail, this study revealed that some types of feedback are intertwined rather than separate entities. It seems participants did not evaluate every type as classified in the original model but highlighted their graded nature. Several overlaps of the items in the factorial matrices could be an evidence for this.

Seemingly, Direct Feedback which is considered as corrective feedback closely corresponds to the "Task" type of feedback in the original model. As mentioned elsewhere, direct or corrective feedback was considered as an independent type by the respondents of the scales. Like in the original model, in this new model teachers and students distinguished written corrective feedback given on how to accomplish a task from other types. It might be due to the traditional, strong connotation of feedback particularly in writing classes.

However, in terms of the Indirect Feedback with Analytic Evaluation, both "Process" and "Self Regulation Level of feedback are integrated. For instance, Indirect Feedback could have been seen as a way to boost students' autonomy (Self Regulation Level) while Analytic Feedback as a way to accommodate their learning process with more teacher support (Process Level).

Another example is the Motivating Feedback with Feedforward with Holistic Evaluation (Teacher Dimension) / Hybrid Evaluation (Student Dimension). In the original model, Self Regulation Level refers to a kind of feedback that leads students towards a certain goal without giving the correct response or way. However, in the new model, teachers related motivating feedback with self-regulatory ones like feedforward or holistic feedback to emphasize students' strengths more than weaknesses. Because in either case, students are given hints to review and

revise their products. Also, a general overview of teachers (holistic feedback) might make them contemplate over the details as much as the unity.

To add, when student dimension is taken into account, the integration of different types of feedback gains a further layer as analytic feedback. That is to say, students did not differentiate between “Feedforward”, “Motivating”, “Holistic”, or “Analytic” feedback. They seemed to have melt all in one pot, Type 3, meaning that students expected to benefit from each type. However, in the original type, the demarcations between the types were more opaque unlike in the new model.

5.3.5 Identity.

By and large, identity is a not an easy concept to define therefore not easy to assess as a construct. Within the realms of this research, it was related to EFL writing teachers and EFL students as writers with feedback as a major aspect thereof. For the purpose of this study, two terms were developed and studied upon. They were:

- EFL Writing Teachers’ Written Feedback Orientations (Scale)
- EFL Students’ Written Feedback Expectations (Scale)

However, initially they were designated as:

- Feedback-oriented Writing Teachers’ Identity (Scale) for EFL Teachers
- Feedback-supported Writer Identity (Scale) for EFL Learners

As stated elsewhere, the change in the wording of the concepts stemmed from the fact that research on identity necessitates a wider and a deeper perspective in terms of specifically data collection. Although, in this study, the process of data collection exceeds a year, still some more intense practices were needed to witness the development of an EFL teacher’s or an EFL student’s identity. This study did not aim to understand identity development in a specific

period of time but the possible reasons as to whether, when, how and why they practice feedback, which can also be deemed as part of their identities as writing teachers and students as writers. Even more, the high number of qualitative data tools made it possible to elaborate on the scale items thanks to an abundance of data generated by those tools. This said, the current identities of the participants in relation to feedback practices can be said to have been the outcome of the findings of all research questions of this study, at least to a certain level. This study paved the ground for understanding how teachers and learners identified themselves regarding feedback if it did not get the whole picture.

Therefore, although there was a change in the title of the scale or the model of feedback, the content sought for through many a tools is relevant to either. To conclude, EFL teachers' written feedback orientations or Feedback-oriented Writing Teacher Identity is defined or explained by the teacher respondents of the scale through their responses to the open-ended questions in the scale.

- “Feedback-oriented writing teacher identity, based on constructive feedback used to fix our writing skills, is gained through feedback received every time a writer produces a piece of work.”
- “It is the self, shaped through the directions, guidance, attitude and observation of the reader/feedback provider who must avoid limiting or employing over control on the writer, giving only a set of corrections.”
- “My identity as a writing teacher is associated with the feedback, either verbal or written, we offer to our students.”
- “Either showing the errors to students or making them find the errors themselves so that they realize their learning process by the papers they produced on their own”
- “Making students broadly think and discuss ideas through many aspects such as accuracy or variety in grammar or lexis”

- “I think it is a better, a fun, interactive kind of teaching writing class.”
- “Loading much importance on feedback and writing accordingly by keeping the potential of feedback in mind all the time”
- “A teacher teaching double-sided perspectives while instructing writing”
- “Not correcting the mistakes, being a guide more than a nurturer”
- “A kind of teacher that improves themselves step by step”
- “Making me to learn more about learner motivation”
- “A facilitator teaching flexibility in writing”
- “Promoting critical thinking and application”

Given that many aspects are mentioned above, a concise definition could be given as:

EFL teachers’ written feedback orientation is the totality of necessary skills that help guide teachers themselves and their students towards better teaching/learning writing skills by the diverse implementations of feedback units. Or it is the amalgamation of central and peripheral factors that emerge, develop and transform the preferences and attitudes of a writing teacher regarding the type, content, timing and similar aspects of feedback.

The process of change in the title with its justifications as indicated above is also valid for students’ case. In a similar vein, EFL students’ written feedback expectations or Feedback-supported Writer Identity, is defined or explained by the student respondents of the scale through their responses to the open-ended questions in the scale:

- “An external eye shows errors we have missed and the degree of fit regarding what we have thought and what we have written.”
- “Everyone needs a second eye so by correcting the writing or supporting it one develops the writer identity.”

- “A writer lucky enough to receive feedback on what s/he has written to reorganize writing and reach the correct form”
- “Feedback helps me develop my writer identity, see my mistakes and be aware of my strengths.”
- “Feedback has a role in reshaping your writer identity according to the feedbacks that your teacher gave.”
- “It is the identity of a writer who has shaped his/her writership through feedback and reactions.”
- “It is how one writes, following one’s principles and habits, and with feedback as it helps the writer to express themselves better.”
- “I’d define it as a better way of improving skills when it comes to writing and creating your own writer identity.”
- “I think feedback corrects my faults and shapes my writer identity”.
- “I think feedback will be very beneficial to determine a way unique to me.”
- “Contributing to the emerging writer identity by encouraging and regulatory feedback”
- “An improved and more accurate style or wording contributing to better writing”
- “Someone improving themselves in line with criticism which is useful”
- “Moving forward, improving writing skills by correcting mistakes”
- “Providing a writer identity by an exchange of feedback”
- “Being aware of the errors and writing better”
- “A writer style supported by an expert”
- “A writer who goes on learning”

Given that many aspects are mentioned above, a concise definition could be given as:

EFL students' written feedback expectations referred to the totality of necessary skills that help guide learners towards better writing skills by the implementation of diverse feedback units. Or it is the amalgamation of central and peripheral factors that emerge, develop and transform the expectations of a writing teacher regarding the type, content, timing and similar aspects of feedback.

All in all, RQ 1 and the response were given below.

Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?

5.3.6 RQ 1 Response.

Yes, there is a possibility that a 'New Model of Feedback' could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners. Yet the Model reflects two dimensions based on teachers' attitudes and students' expectations albeit similar.

RESEARCH QUESTION 2

In an attempt to find out mainly if there is a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices, and if so, how?, two sub-questions were responded. They were:

RQ 2a What are the perceptions of EFL teachers concerning their feedback orientations?

RQ 2b What is the nature of feedback that EFL teachers provide on student writing practices?

The results in response to the former sub-question follow.

5.4 Research Question 2a

RQ 2a What are the perceptions of EFL teachers concerning their feedback orientations?

As stated earlier, basically the TS tapped writing teachers' attitudes concerning two aspects of Feedback:

1. Types such as direct or indirect, motivational and tolerance of errors/ambiguity
2. Focus/subtypes i.e. grammar or lexis.

In the main administration of the TS, 99 teacher participants responded to the items in the scale. However, with 11 teachers out of this sample, an in-depth qualitative analysis was conducted. All qualitative tools which are Critical Reflective Memos (N= 9), Semi-structured Interviews (N= 8), Graphic Elicitations and Analytic Memos (N= 16) and Analytic Memos [N= 24 – written on SSIs (n= 8) and GEs (n= 16)] served the purpose of further analysis of the findings of the TS.

Given that both groups responded to the same questionnaire, to understand whether the results of the qualitative study with 11 EFL teachers could be generalizable/transferable to other teachers (N= 88) who only responded to the TS, a Chi-square analysis was run based on the percentages of the two groups in relation to their responses. It was found that there was no significant difference ($p = .269 > .05$) between the frequencies of the either group in relation to their responses to the items in the TS. This might mean that the results of the qualitative analysis with 11 teachers can be generalizable / transferable to 88 teachers and thus to the whole sample of 99 participants. However, this is a cautious approach due to the relatively small sample (N= 11) from whom substantial qualitative data were gathered and analyzed.

It should be added that the initials or numbers in the parentheses as written after each quote symbolize a participating teacher. All initials were anonymized. The acronyms refer to the type of qualitative data generation method such as CRM (Critical Reflective Memos), SSIs (Semi-structured Interviews), GEs (Graphic Elicitations) and An-memos (Analytic Memos).

Table 54 below is the merged table of four themed codebooks including the themes and subthemes coming from the abovementioned qualitative sources.

Table 54

The List of Themes/Sub-themes Based on Teacher Data Coming from Four Qualitative Data Tools

THEME 1		
Teachers' Perceptions about Effectiveness of Feedback		
SUBTHEMES		
Writing and Written Teacher Feedback	Timing of Feedback/Learners' Needs, Expectations and Motivation	Writing Teachers' Critical Stance
THEME 2		
Perceptions on Identity in Theory		
SUBTHEMES		
Language/Writing Teacher Identity	Feedback-oriented Writing Teacher Identity	
THEME 3		
Perceptions on Identity in Practice		
SUBTHEMES		
Types of Feedback	Foci of Feedback	Role of the Feedback Provider
THEME 4		
Retrospective Factors		
SUBTHEMES		
Former Education	INSET and Experience	
THEME 5		
Other Influencing Factors		
SUBTHEMES		
Learners' Effect on Writing Teachers' Feedback Preferences	Institutional Demands and Standardization of Feedback	

All themes with examples and instances thereof mostly served the purpose of further analysis of the major findings of the TS, four types of feedback. Specifically, they helped understand how teachers provided feedback. Besides, the themes mostly served to illuminate further considerations in relation to teachers' justification of particularly why they provided feedback. Specifically, participating teachers' orientations will be broadly discussed through the original quotes by the participating teachers related to each theme and subtheme in the list represented above in Table 54.

The original excerpts from the participating teachers' data were written in *italics*. In the excerpts, expressions in the parentheses indicate that they were added by the transcriber / researcher to:

- fill the semantic or syntactic gap that occurred when the original quotes were translated from Turkish to English or
- make them more contextualized as some expressions were not uttered repeatedly in the flow of the interview.

Results and corresponding discussions via quantitative and qualitative perspectives follow.

5.4.1 Type 1 Direct Feedback.

For ease in interpretation, though the frequency tables include all information regarding five point Likert scale, their interpretations under each table were based first on the totality or sum of strongly agree and agree scales, and second on the totality or sum of strongly disagree and disagree scales.

Table 55 below shows the results of the frequency analysis of the items that correspond to Type 1 Direct Feedback in the New Model of Feedback.

Table 55*Frequency Distribution of the Responses to Items in the TS: Type 1 Direct Feedback*

		Strongly agree (5)			Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
	<u>N</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	
Item 14	95	5	5.3	31	32.6	18	18.9	27	28.4	14	14.7	
<i>I directly correct the wrong use of metaphors and idioms in a sentence</i>												
Item 13	99	4	4	17	17.2	17	17.2	44	44.4	17	17.2	
<i>I directly make ambiguous sentences clear.</i>												
Item 11	97	18	18.6	32	33	11	11.3	20	20.6	16	16.5	
<i>I directly correct the wrong use of punctuation rules.</i>												
Item 10	99	9	9.1	31	31.3	8	8.1	24	24.2	27	27.3	
<i>I directly correct the wrong use of spelling errors.</i>												
Item 3	97	8	8.2	25	25.8	14	14.4	32	33	18	18.6	
<i>I directly correct the wrong use of words.</i>												
Item 8	99	9	9.1	27	27.3	9	9.1	29	29.3	25	25.3	
<i>I directly correct the wrong use of conjunctions.</i>												
Item 6	99	7	7.1	23	23.2	8	8.1	37	37.4	24	24.2	
<i>I directly correct the wrong grammatical forms.</i>												
Item 16	98	11	11.2	23	23.5	13	13.3	36	36.7	15	15.3	
<i>I directly correct the errors regarding the logical development in students' compositions/essays.</i>												

As indicated in the above table, in general more than half of the teachers disagreed on giving direct feedback focusing on various aspects of writing. Out of eight aspects of students' writing, less than half of the teachers did not prefer giving much feedback on two aspects (Item 11 and Item 14). Specifically speaking, less than half of the teachers (strongly) disagreed on the use of direct feedback on punctuation rules (Item 11, TS, 37.1 %) and the wrong use of metaphors and idioms (Item 14, TS, 43.1 %).

However, more than half of the teachers (strongly) disagreed on the use of direct feedback on errors related to spelling rules (Item 10, TS, 51.5 %), words (Item 3, TS, % 51.6), logical development (Item 16, TS, 52 %), conjunctions (Item 8, TS, % 54.6 %), meaning at sentence level (Item 13, TS, 61.6 %) and grammar (Item 6, TS, 61.6 %).

Figures also indicate that much less than 50% of teachers agreed to give feedback on all aspects of writing except for Item 11. Specifically speaking, less than half of the teachers (strongly) agreed on the use of direct feedback on the use of error correction on meaning at sentence level (Item 13, TS, 21.2 %), grammar (Item 6, TS, 30.3 %), vocabulary (Item 3, TS, 34 %), logical development (Item 16, TS, 34.7 %), conjunctions (Item 8, TS, 36.4 %), metaphors and idioms (Item 14, TS, 37.9 %) and spelling errors (Item 10, TS, 40.4 %) in students' compositions directly. However, more than half of the teachers (strongly) agreed on the use of direct feedback on punctuation rules (Item 11, TS, 51.9 %).

Qualitative studies also put forward that writing is seen as an essential constituent of the language skills and thus different features of it are emphasized by the participating teachers. One teacher defined what writing is and is not.

“Writing cannot be considered as only being an individual cognitive process but also as social, academic and cultural processes. It is a form of communication that allows writers to convey meaning through well-constructed texts.” (KD_CRMI)

Another teacher also defined and associated writing with perfection.

“For me, writing requires expression of thoughts in an organized way without almost any mistakes. In other words, perfection is the ultimate goal here. Compared to other skills, it is like a white sheet which shows dirt easily. Unlike speaking, you produce something tangible and somehow permanent.” (DB_CRMI)

The abovementioned association could be a sign as to why many teachers agreed upon the positive effect of direct feedback on the development of students' writing skills. For example, two of the teachers particularly pointed to why focusing on errors in a direct manner is a must in any case.

“In my opinion, there is a positive effect of teacher written feedback on the development of students’ written accuracy.” (KD_CRM1)

“In my opinion there should always be (direct) error feedback. Naturally, it might have negative sides (as well). This is the nature of this job. We can define it as the ABCs of this job. (SE_SSI)

Another teacher interviewed supported the view given above.

“The evaluation is based on the let’s say the content, the grammar, the vocabulary and the organization and in order to do these parts correctly, they need feedback.” (AS_SSI)

A different role of feedback in teaching writing was emphasized by one of the participating teachers.

“In writing we give feedback as much as possible. We try to compensate for the feedback we can’t give on speaking in writing. There is nothing that can drag him/her (the student) along anxiety. There is an interaction at that moment only between the student and the paper.” (DI_SSI)

As well, feedback can be a tool for motivation as a starting point for the students to learn better writing. However, for teacher feedback to be effective, two teachers claimed some conditions:

“I think cognitive and writing skills of some students increase (upon feedback) but of course not all of the students. This is maybe related to students’ being willing to take. There is input but I can’t know the scope of intake.” (DI_SSI)

“I just got the same paper again. It happened several times so that’s why I don’t think that helps everybody, it (feedback) helps the majority.” (CE_SSI)

Following a structural or meaning-based perspective while giving feedback is an important asset. For the following teachers, feedback particularly on form or language structure is quite important. Two of them explained with the rationales behind their priorities.

“What you mean by writing is somehow grammar management. The ground of writing is of course the grammar being powerful. If the student has a command of the language s/he will have a command of the language for writing and easily do advantage disadvantage, cause and effect essays. What is important is producing the language. What is prioritized when giving feedback? The language; whether it is used there or not.” (DK_SS)

“Giving feedback sometimes relies on personal tendencies. Although I try to keep considering the essential elements stated in evaluation rubric lists, very often I find myself correcting mostly their grammatical mistakes and vocabulary choice rather than the quality properties of the paper. Maybe because the learners need to be more competent in such elements.” (SE_CRM1)

Some teachers unlike those above might favor feedback more at organizational level. That is, other than focusing on grammar they tend to comment on how overall meaning at sentence and organizational level should be sustained. Among those teachers two of them talked about their preferences.

“My feedbacks address to a great extent to my students’ organizational skills as well as their content. Yet, grammar and lexis hold a less significant place in our feedbacks compared to the other two, organization and content, especially because the students are struggling the most with these two.” (CE_CRM1)

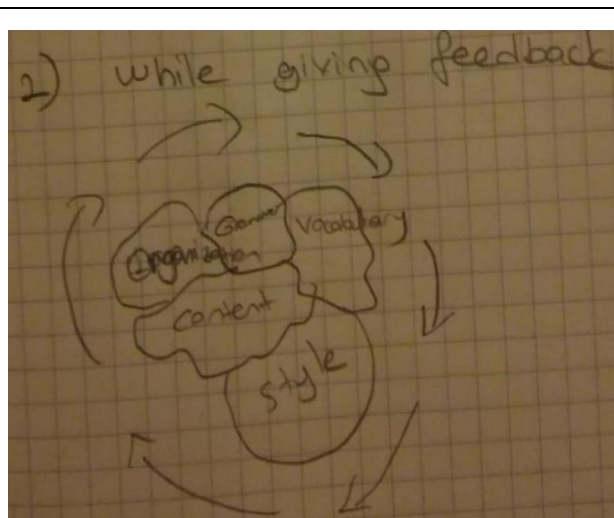
“For writing it may be related to the language or it may be related to the style. If we are working on a specific essay type the student may not be able to write it in the way that it should be even if the grammatical (forms) or vocabulary is used good. So, for writing it may be in two ways in my opinion about the style or about the language.” (DI_SSI)

The following GE further demonstrates teachers’ thoughts about the timing and focus of direct feedback. It seems to summarize teachers’ conceptions of the timing and focus of feedback that has to be given. Speaking this GE, teachers prioritize organization (written as “style” in the graph) over form. However, if they feel students need other aspects, they provide it through direct feedback. The an-memo written on it is also given below.

Figure 2

An An-memo written on a Graphic Elicitation by a Participating Teacher

“Well, TB said she didn’t draw the shapes in accordance with their importance (Figure). That is their size does not indicate their value. However, it might reveal a possible inner thought. To add, style is shown at the bottom seeming to support other sub-contents of feedback. All others may be dependent on style. I suppose it appears that in the subconscious of TB feedback on style serves as the infrastructure. I also see arrows implying the transitions between the sub-components of feedback. Or feedback constantly given and received?” (An-memo on TB_GE2)



Qualitative findings also revealed teachers' thoughts about when direct feedback could be given. For example, one of the participating teachers considered the proficiency level of students a benchmark against which teachers could determine the type and amount of their own feedback. S/he said.

"My style (of giving feedback) changes in terms of the (proficiency) level of students (needs). With elementary levels, I avoid (directly) correcting every mistake. I prefer to correct the ones that they've learnt or the very obvious ones that are a must to learn in the near future. In addition, if a mistake is repeated too many times on the same paper, I write a note below to emphasize it." (KE_CRM)

Another teacher supported this view and said.

"For beginning levels, feedback may be more like a (direct) correction, but as the students progress in the language, they should be expected to correct their own mistakes through the feedback they get from their teachers. In order for feedback to be helpful to students, students should be given time to think about and work on their mistakes." (DI_CRM1)

As is understood, the teacher quoted above preferred to use direct feedback, when students were ready to process it. In a similar vein, some teachers commented that teachers' support at the initial stages should not be continuous. Though with a cautious stance, another teacher preferred to give more feedback to students with lower proficiency. S/he said.

"I expected my students to write on topics after we cover them in the class. As they are in A2 level, I mostly correct (directly) their mistakes myself. Actually, for the first two writings I will do it myself, then I will expect them to correct themselves." (DI_CRM)

Findings also showed that teachers give great importance to learners' needs and expectations as well as the proficiency level. Whether teacher feedback was given generously at the initial or subsequent phases, teachers reported their wish to make their students less dependent on teacher feedback. This may explain that teachers first considered direct feedback as a hindrance for the independent development of the learners. This view was supported by all teachers, one of whom was quoted below:

"During the term, you get great change to get to know the learners and this allows you to shape the range of your feedback. For instance, for the ones whose language skill is relatively poor I (directly) focus more on structure, grammar and word choice; I prefer

dealing with the content (organization) of work more if the learner has no serious problems with grammatical knowledge etc.” (SE_CRM)

Qualitative findings further indicated that teachers held a versatile approach as to the type (e.g., direct or indirect) and focus (e.g., grammar or lexis) of feedback and different aspects of the writing task. One of them expressed her/his preferences in detail.

“(For giving direct feedback) I generally try to understand the purpose of the work. That is, was the writing work developed within the framework of the required pattern? For example, (if) we are practicing (compare-contrast paragraphs), can I find its patterns (there)? Then I skip to fragment revision. That is to say I look over the grammar, then subject-verb agreement, vocabulary choice, spelling mistakes, and finally the content. Then I pass on writing feedback.” (SE_SSI)

However, as stated earlier teachers justified why they didn’t use direct corrective feedback only and explain why a dynamic approach about the type and focus of feedback, that is, feedback in line with the expectations of students, may be necessary. One of them told.

“For our students I can say that if they are given directly the mistakes, it’s not helpful for them, I guess so. But of course, they will prefer this one because it’s easy and they are not going to study it anymore.” (US_SSI)

Likewise, the majority of the teachers interviewed reported they changed the focus of their feedback from structure to organization or vice versa in accordance with the assessment and evaluation criteria of their institution and their own observation. As evidence of support, still another teacher said.

“My feedbacks address to a great extent to my students’ organizational skills as well as their content. In the exams, their writing is graded based on the organization, content, grammar and lexis of their essays. Yet, grammar and lexis hold a less significant place in our feedbacks compared to the others, especially because the students are struggling the most with these two.” (CE_CRM 1)

Moreover, one teacher shed light on an interrelationship between an achievement and an evaluation criterion for writing, implying the type and focus of feedback.

“If you only think that the paper is written in a poor grammar, you wouldn’t think that it’s a good piece of writing. However, if you think in another way, if the student got the idea of good organization and the idea behind writing, so I feel that ya I did something quite right.” (US_SSI)

It is of note that the teacher quoted above feels satisfied (*“I did something quite right.”*) because of giving feedback on organization which s/he probably determined as the most important point to elaborate upon while giving direct feedback.

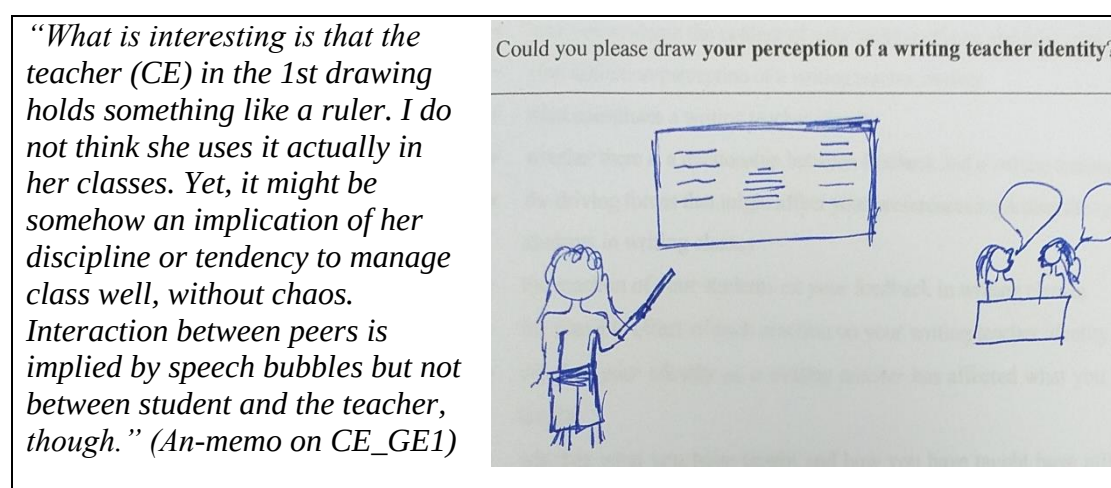
In congruence with the nature of feedback, writing teachers as feedback providers might undertake different roles during practice. Echoing the transfer of knowledge via direct feedback, maintaining a hierarchical relationship between a teacher and a student should be underlined as one of the most frequent of all types. One teacher explained.

“Feedback has a very high value of importance. Because they’re (students) in need of feedback, they just want to have the ideas of someone who they see maybe as the authority for them. Because they are language students, the teacher may become the leader or maybe the teaching coach let me say for them. So, it’s very important.” (US_SSI)

Figure 3 below shows a Graphic Elicitation drawn by a participating teacher and an analytic memo written on it. There, the teacher was drawn at a “higher” position probably giving feedback in a setting with some fair distance between the feedback giver and the students.

Figure 3

An An-memo on a Graphic Elicitation by a Participating Teacher



In another graphic elicitation, a participating teacher draws a rectangular table at the “head” of which is located a teacher and students on other sides. Traditionally speaking, as a feedback

giver, a teacher is seen as the source of knowledge which gains him/her a superior position. The analytic-memo written on this graph follows.

“DK said that first students give feedback to each other and then as the “head” he gives “overall feedback” without revealing the names of the students. By the way the term head directly points to some kind of hierarchy between the teacher and students.”
(An-memo on DK_GE2)

5.4.2 Type 2 Indirect Feedback with Analytic Evaluation.

Items in the TS corresponding to the use of Indirect Feedback with Analytic Evaluation are given below.



Table 56

Frequency Distribution of the Responses to Items in the TS: Type 2 Indirect Feedback with Analytic Evaluation

	Strongly agree (5)			Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
	<u>N</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Item 5	98	49	50	37	37.8	6	6.1	5	5.1	1	1
<i>I draw my students' attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>											
Item 2	98	50	51	36	36.7	6	6.1	5	5.1	1	1
<i>I draw my students' attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>											
Item 7	99	50	50.5	34	34.3	8	8.1	6	6.1	1	1
<i>I draw my students' attention to the inappropriate use of conjunctions (and, but, so, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>											
Item 1	99	51	51.5	35	35.4	6	6.1	6	6.1	1	1
<i>I draw my students' attention to the inappropriate performance of the writing task through correction symbols.</i>											
Item 9	98	46	46.9	34	34.7	6	6.1	10	10.2	2	2
<i>I draw my students' attention to the inappropriate use of spelling rules through correction symbols.</i>											
Item 23	99	42	42.4	32	32.3	16	16.2	8	8.1	1	1
<i>I evaluate aspects of writing quality (content, organization, grammar, vocabulary etc.) separately to directly correct each.</i>											
Item 18	99	33	33.3	41	41.4	12	12.1	10	10.1	3	3
<i>I use an indirect language by using correction symbols, images, or emojis to motivate them.</i>											
Item 4	98	13	13.3	42	42.9	20	20.4	18	18.4	5	5.1
<i>I make ambiguous words clear without directly correcting them.</i>											

As can be seen above in Table 56, the majority of the teachers (strongly) agreed on their use of feedback in an indirect manner be it on spelling rules (Item 9, TS, 81.6 %), conjunctions (Item 7, TS, 84.7 %), the writing task (Item 1, TS, 86.9 %), vocabulary (Item 2, TS, 87.7 %) and grammar (Item 5, TS, 87.8 %). Also, quite a lot of teachers (strongly) agreed on their preference of indirect feedback to remove the lexical ambiguity (Item 4, TS, 56.2 %), on analytic evaluation of student writing papers (Item 23, TS, 74.7 %) and the use of indirect feedback by

means of correction symbols, images or emojis so that they could motivate their students towards better writing (Item 18, TS, 74.7 %).

In other words, figures show that a few teachers (strongly) disagreed on the use of indirect feedback on grammatical forms (Item 5, TS, 6.1 %), inappropriate use of words (Item 2, TS, 6.2 %), conjunctions (Item 7, TS, 7.1 %), the writing task (Item 1, TS, 7.1 %), spelling rules (Item 9, TS, 12.2 %) and lexical ambiguity (Item 4, TS, 23.5 %). As well, 13.1 % of the teachers (strongly) disagreed on the use of symbols or emojis as a form of indirect feedback for motivating students (Item 18, TS). Finally, 9.1 % of the teachers (strongly) disagreed on the use of analytic evaluation (Item 23, TS).

Data from qualitative data tools supported the high level of preference of indirect feedback in general in the TS. One teacher said, concerning the high frequency of the indirect manner in the TS on errors by addressing the role of teacher as a feedback provider.

“While I’m giving writing feedback, I don’t pinpoint their errors exactly or I don’t give extra information about their errors. Just I underline and I help them to find the mistake themselves so that they can correct it themselves.” (TB_SSI)

Qualitative data also implied that although teachers used an indirect manner (via correction symbols) while correcting errors, they preferred to comment on individual aspects of language at the end of the essays/compositions. As an example, they wrote notes on grammar, vocabulary or organization serving as an analytic evaluation of the whole paper (Item 23).

At first glance, indirect feedback through correction symbols or error codes seem to be shortcuts to impede long and detailed explanations and to save time and energy. In contrast from the view point of students they might mean more cognitive effort to extract their real implications. A teacher explains why students were not content with feedback offered by correction codes.

“Almost all of them complain about the error codes because they are not used to being asked (to) find their mistakes themselves. You just tell them there is something wrong here but I am not gonna tell you anything. Something is wrong with grammar here so they don’t like this because throughout their lives nobody told them something like this.”

That's why they try to get the answer from me. They try to manipulate me to tell them the answer.” (CE_SSI)

Qualitative data indicates teachers' thoughts about the appropriate timing for giving analytic feedback. For example, one teacher resolutely stated the relationship between teaching and assessing writing and how/when the latter should be realized. S/he said.

“A writing teacher should know how to assess each writing. Particularly for beginner and pre-intermediate levels, you often need to focus on structure only because it is the learning objective. However, you need to be more detail-oriented or evaluate the product (writing) in different aspects – from layout, organization to word choice – at subsequent levels.” (DB_CRM)

Another teacher explained.

“I prefer to give written indirect feedback to my students. After I provide my feedback, they check their folders and if they have any questions they ask me. I provide a more detailed feedback when they have questions. Before giving the answer, I ask them to check our notes on Edmodo app or I ask some specific questions that will help them to find the answers.” (KD_CRM)

When asked about the role of error codes or symbols, one of the participating teachers told that although some students were not happy with the use of codes as feedback, s/he insisted on using them to help students develop as independent writers. S/he justified his/her manner.

“Almost all of them complain about the error codes because they are not used to this. I mean they are not used to being asked (to) find their mistakes themselves. You just tell them there is something wrong here but I am not gonna tell you anything. It's just grammar. Something is wrong with grammar here so they don't like this because throughout their lives nobody told them something like this. That's why they usually comment on this. Like they try to get the answer from me. They try to manipulate me to tell them the answer.” (CE_SSI)

Moreover, information from qualitative data tools suggested that teachers favor analytic feedback over holistic despite the fact that the type of evaluation and assessment is usually determined by the institution not by the teacher. One teacher explained.

“Even though I keep myself to be as objective as possible, giving feedback sometimes relies on personal tendencies. Although I try to keep considering the essential elements stated in (official) evaluation rubric lists, very often I find myself correcting mostly their grammatical mistakes and vocabulary choice rather than the (overall) quality properties of the paper. Maybe because the learners need to be more competent in such elements.” (CRM1_SE)

However, although teachers felt they had to follow the requirements of the institutions, students' needs and independence were considered more important. One of the teachers explained.

“(When I first started teaching there), I actually gave students the (official) framework as well the (official) checklist so that they can understand the (correction) codes that I was using there. Still I used some codes of my own because there were some parts that were not included in that framework. I mean the framework was also very limited so I also used my own codes in addition to the standard codes. I also asked students if they had any questions they could just ask me like ‘What does this mean?’ or ‘What does that mean?’ Also, most of their questions were related to coherence. Coherence was not included. (The checklist did not include coherence as a component). I mean incoherent sentences were not to be evaluated so I wrote a lot (of feedback) about it.” (AS_SSI)

As stated previously, since the teachers emphasized students' individual development by finding their own mistakes, they preferred to use symbols. Qualitative data also showed that particularly in the initial phases, participating teachers did not like addressing the mistakes directly but guiding learners towards realizing their own mistakes. This can be seen as an implication that teachers tended to use symbols to make them think over the mistaken parts. Or teachers chose to give indirect feedback depending on the context. One of the teachers with whom this issue was discussed mentioned the importance of the proficiency level.

“As students gain more knowledge, I challenge them a bit. I give them writing codes so that they will figure out where the problem is, and I also ask them for a second draft. They are spoon-fed so I think they need to think (more through second-drafts and writing codes). At first, they have a tough time but after a short time, they get used to codes and I get corrected drafts. For these levels, I don't correct every mistake as well, instead I correct the ones fitting to their language level.” (KE_CRM)

Besides, teachers seem to have used codes as a means of interacting with students. One teacher told how codes paved the ground for more explanation by the teacher.

“Sometimes I underline in bold implying there is a mistake here. S/he looks, looks but can't see. Of course, a very good student (sees immediately). Some students with lower proficiency say ‘Teacher, so what?’ even if you underline. (Then) I explain.” (EM_SSI)

In essence, making explanations might contradict with the nature of indirect feedback. Yet, it might make feedback more meaningful and relevant. Hence, teachers who used indirect

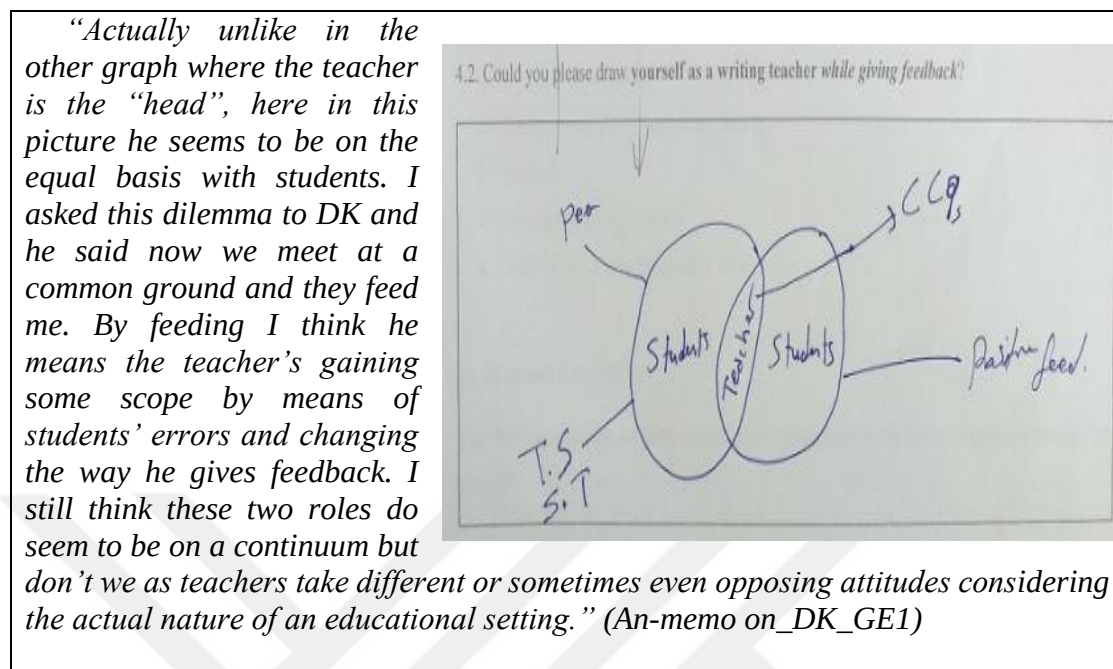
feedback sometimes used comments to clarify the indirect feedback for those students who were not ready to process feedback.

Furthermore, the following quote by one of those teachers can be an indication that while giving feedback teachers would rather involve their students in decision-making processes by asking questions:

“When we start essay writing I generally write the introduction paragraph myself but by asking students’ ideas for example, ‘Let’s find a general idea about this topic.’, ‘What is the topic of the question?’ I try to elicit from the students so my philosophy is observed there as well I get it from the students and I shape it, I write it on the board in the correct way. But I try to involve the students as much as possible because this is my philosophy otherwise they get bored in writing lessons very very easily and you lose them.” (TB_SSI)

Qualitative findings therefore indicated that in some cases, teachers seem to have preferred indirect feedback because they emphasized the independent development of students. However, they provided analytic feedback if they felt that the students needed further explanations or support.

In relation to the role of teachers while giving feedback, an analytic memo and a graphic elicitation (Figure 4) drawn by a participating teacher reveal how teachers and learners meet at “a common ground”.

Figure 4*An An-memo on a Graphic Elicitation by a Participating Teacher*

Thus, some teachers prefer collaboration while giving feedback thus alleviating the degree of superiority of teachers over learners. As sustaining good human relations is a prime concern, being a “facilitator”, “helper” and “moderator” are all the roles taken up by these writing teachers. Three of them said.

“Instead of showing correcting their mistakes myself I want them to find the problem themselves. So, it’s a kind of guidance I am a kind of facilitator there.” (TB_SSI)

“You should be a helper in a way; you should help them to write what they think in a good and organized way. (US_SSI)

“We brainstorm together, organize together and write together from time to time. I think we act as a writing team all together, and I am the one who moderates the process.” (US_CRM1)

Whatever role a teacher as a feedback provider undertakes, they might be expected to use a certain type of language and attitudes. Be it individual, group-wise or classroom-wide, feedback might produce some psychological end results. This aspect is underlined by the following teachers.

Out of eight items, more than 70% of the teachers preferred to give for all aspects of writing (N= 8). In other words, more than 70% of the teachers wanted to motivate their students either by giving praise (Item 24) or evaluating the overall quality of writing (Item 22). Or they gave guidance towards their writing performance through written notes or questions to encourage them for reflection on meaning and coherence of their writing tasks (Item 19, Item 20), by using phrases like “Maybe next time”, etc. to soften the negative implications of the demotivating effect of negative feedback (Item 25) (Item 26) and by giving students more chance for improvement (Item 21).

Figures in Table 57 above indicate that the majority of the participating teachers (strongly) agreed on the use of negative feedback (Item 25, TS, 73.7 %), hedged feedback (Item 26, TS, 78.8 %), positive feedback (Item 24, TS, 80.8 %), coherence (Item 17, TS, 86.5 %), giving students opportunities for new trials for better writing (Item 21, TS, 92.8 %), the use of notes/questions to make them reflect upon overall meaning (Item 19, TS, 93.9 %) and to improve their compositions/essays (Item 20, TS, 94.9 %). Similarly, far more than half of the teachers agreed on the use of holistic feedback to emphasize students’ strengths (Item 22, TS, 81.8 %).

On the contrary, only a few teachers (strongly) disagreed on the necessity of extra feedback via notes or questions to improve the overall meaning (Item 20, TS, 1 %), providing extra feedback via notes or questions for reflection on better writing (Item 19, TS, 3 %), giving more opportunities for better writing (Item 21, TS, 5 %), feedback on coherence (Item 17, TS, 7.3 %), negative feedback (Item 25, TS, 7.2 %), positive feedback (Item 24, TS, 8 %) and hedged feedback (Item 26, 14.1 %). As well, a few teachers (strongly) disagreed on the use of negative feedback holistic feedback (Item 22, TS, 10.1 %) to emphasize students’ strengths.

Qualitative findings supported the above findings. First of all, participating teachers regarded feedback as:

- *a kind of mirror, a kind of reflection for their improvement; support for students' improvement (SE_SSI),*
- *a sort of reflection to let them realize what they can do or cannot do (SE_SSI),*
- *the kind of guidance for the learners through which they can find the right way themselves (TB_SSI),*

Obviously, in addition to its traditional connotation of feedback such as “support for students’ improvement”, teachers also mention the role of feedback as an instrument of reflection and guidance. One teacher said.

“In my opinion feedback may be either negative or positive. It is a reflection of their weaknesses and strengths in their writings.” (AS_CRM1)

For feedback to be effective, teachers emphasized the role of students who are normally expected to share the responsibility of their own learning by realizing feedback. One teacher told.

“I believe that writing helps you to learn so I ask for a second draft, I want errors to be corrected.” (KE_CRM1)

As indicated in the TS, a lot of teachers favored holistic feedback (81.8 %), which is supported by the qualitative findings, as well. One of them said.

“As the student generally hands in his/her works via portfolio, I look through from a general perspective concerning whether there is improvement related to earlier works.” (SE_SSI)

According to the teachers, holistic of feedback can also have a mitigating effect on the possible negative perceptions by students. For example, one teacher told.

“For example, there are such minimal mistakes on his/her (a student's) paper and you tell about them. I try to turn it into positive by such feeding things such as ‘your paper was really good, you did well, you achieved well, bravo if you didn't get help from somewhere else.’ I try to do this as much as I can.” (DK_SSI)

Teachers generally favored holistic feedback over analytic. A critical approach was also held with respect to the analytic evaluation by means of feedback which is generally a requirement of the institutions in the form of tabulated scales. One teacher who favored holistic evaluation criticized the use of analytic evaluation, as follows.

“(Analytic) evaluation of papers is very mechanic actually. When we give feedback according to the framework, we cannot see from a holistic point of view much. (But) we have to approach from an analytic point of view. Then when I sweat the small stuff, I think I miss the general point.” (AS_SSI).

Further, the findings of Item 21 in the TS revealed that the majority of the teachers (91.8 %) “gave students more than one chance for improving essays”. Akin to this, qualitative data findings showed that more than half of the participating teachers (N= 7) applied process writing, which may be seen as a sign of the importance of giving students more than one chance for improvement. One of these teachers commented.

“By the way I believe that process writing is very effective so I use drafting in my classes. Instead of asking them to write a lot of (different) essays or paragraphs I ask them to edit and revise their paragraphs and bring them back so generally I use two drafting processes before the final writing (draft). So process writing is very effective and I use it in all of my classes.” (TB_SSI)

Teachers not only gave students multiple chances for improvement but they also continued monitoring their development by giving feedback on a constant basis. One of these teachers explained.

“Wouldn’t it be late to (give feedback) at the end (of the writing process)? That is I suppose the feedback given at the end wouldn’t gain (students) much later on? What I prefer more is the feedback (given) during the process (of writing).” (SE_SSI)

The above statement implies that teaching and learning processes are intertwined as the teacher sounds willing to be engaged in the developmental process of students’ writing skills. This finding can be seen as of high importance because by giving more chances teachers may have to tailor their feedback in line with the changing needs of students in relation to different drafts. As Items 19 and Item 20 in the TS indicated the majority of the teachers preferred using some

extra notes or comments or asked some questions so that they could make students to “reflect upon” and “improve” overall meaning. The following quote explains this approach.

“Maybe to encourage them more I write some comments like ‘Your grammar was really good, your lexis was really good but you can do better’. So sometimes they are explicit because they have to be. There is a 2nd draft like if there are really some urgent changes they might have to do, I try to be explicit and direct but mostly implicit because it helps them more. I don’t want to spoon-feed them.” (CE_SSI)

Almost all teachers (91.9 %) in the TS reported they favored more instances of writing with feedback provided during the process. However, some teachers thought that this might have end up in “spoon-feeding students”. Another teacher mentioned this dilemma below.

“There was a general problem with our 1st draft 2nd draft (issue). We are trying to make them do process writing. As we give them some time in order for them to be prepared for the 2nd draft, some of the students come having memorized some of the things. Yet I think even this is a positive thing. All in all, the important thing is not that they get high marks but that even in that situation I think s/he learns something.” (AS_SSI)

Despite hard attempts of teachers, students may not always appeal to them. Changing the point of view may be a solution to tackle this problem. Two teachers put forward a critical perspective regarding this issue.

“There was a general problem with our 1st draft 2nd draft (issue). As we give them some time in order for them to be prepared for the 2nd draft, some of the students come having memorized some of the things. Yet I think even this is a positive thing. All in all, the important thing is not that they get high marks but that even in that situation I think s/he learns something.” (AS_SSI)

“It is positive or negative and it is a condition either pulling one back or boosting him/her. At a certain point, feedbacks can motivate a person yet it is personal. That is, they can sometimes not affect people positively but mostly it depends on the work you are doing or the psychology you are in. Sometimes it may be misunderstood whether it is given to better or bring down him/her. Naturally, what we do here is to support till the end.” (DK_SSI)

Moreover, writing academically or creatively are seen as polarized ends and this may cause some problems when feedback is given in line with the former. The reason can be that students may have some habits concerning writing regulations. Thus writing within the borders of academic rules can be demotivational from time to time. One teacher described the situation.

“Also, if the school wanted me to teach in a certain way, so it can be a bit limiting and they want to be more creative the students I mean. Because I don’t know maybe they find it more fun to write about whatever they like but they always complain about the prompt we give them. For example, in the last exam I think it was what are the ways of being a successful student at the university and we found that really relatable for them but they just complained and complained. So, they want to be more creative. They want to write about I don’t know maybe their experiences about some stuff but we forbid them of writing in ‘I’ language so they can’t talk about themselves because this is academic writing.” (CE_SSI)

Actually, rules and laws regarding how to teach writing and give feedback on can also give a sense of discomfort to the teacher as well. This being said, the teacher could feel the need to compensate for what is considered as a deficiency.

“I like the things we teach them actually but sometimes I think we focus too much on organization because it got mechanical for me. It’s my second year here and I am kind of bored because all the students write the same things at the beginning, at the end, to move from one idea to another. It’s always the same. So maybe I will expect them to have more freedom like give them some space to be more creative but our expectation about their organization is I think a bit limiting for the students. That’s why I don’t like to teach them everything.” (CE_SSI)

Further, it is important to note, based on the findings of the qualitative data, that teachers found it important to provide some clues on forthcoming tasks, identified as feedforward. To quote one teacher.

“I always add a note on the paper telling the students with what they should be careful.” (DI_CRM)

It can be said that end-notes could potentially signal the points to be dealt with in the further steps of writing processes. Two teachers specifically supported this idea.

“On their (students’) papers by using short corrections, brief suggestions at end of their paper are the common ways for me.” (SE_CRM)

“I write everything sometimes at the end of the paper. I write lots of things, not only corrections but also some comments I add.” (US_SSI)

This said, teachers’ attaching importance to process writing or giving multiple opportunities to revise can also be a source of feedback for themselves as well. That is to say, progress in

forthcoming tasks or lack thereof may suggest something for the teacher, how they should go on giving feedback, whether it is effective or not, etc. To quote one teacher:

“Actually, the next paper is the sign (of the efficiency of the feedback). We show them what to do and you understand whether the student has understood or not. Or you know that the child (the student) wouldn’t make this mistake the next time or will make.” (DK_SSI)

On the other hand, as the result of Item 24 (*I give my students positive feedback through praise or motivating comments such as “Good student” or “Great effort”, etc.*) showed, the majority of the teachers (80.8%) were in complete agreement as to the need for positive feedback for the purpose of prompting students’ will to improve. To quote one teacher.

“I believe that a positive atmosphere is important while giving feedback. When the students get their paper, they should not see a paper with lots of lines or scribbles on it. Therefore, I prefer to use colourful pens and I always add a note on the paper telling the students with what they should be careful.” (DI_CRM)

Some teachers put extra efforts to increase their students’ motivation dealing with some other aspects as in the case of the teacher quoted below.

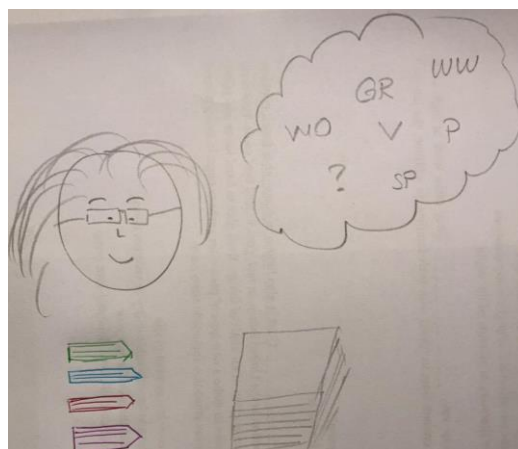
“I do not like to give feedback with a red pen because I believe it may give a negative impression on students. Therefore, I use yellow (which is a positive colour to me) most of the time and other colours such as green, blue or purple.” (KD_CRM1)

The an-memo written on a graphic elicitation (Figure 5) by the participating teachers incorporates some implications as to why teachers were using colorful pens while giving feedback.

Figure 5

An An-memo on a Graphic Elicitation by a Participating Teacher

“Apparently this is DI with her students’ papers piled up on the table waiting to be given feedback and colorful pens as she believes feedback should be “colorful”. Normally correction is done in red so she reacts to this well-established use. Her aim is apparently to draw attention of her students who she told were not very motivated to learn English. Well, the correction signs in a relatively big balloon might be drawn because of being very frequently used.” (An-memo on DI_GE 2)



The output of a teacher’s personal efforts in the form of students’ increased motivation may actually affect the level of teacher motivation, as implied below. One teacher said.

“Mostly their (students’) reactions are so positive as they say, they haven’t been experienced such as a thing before. Of course there are some situations that they demand more clarification about their product, all of them are welcomed.” (SE_CRM)

As is stated elsewhere, a high number of the participating teachers (73.7 %) reported that they favored the use of negative feedback meaning that they were resolute in identifying errors while giving written feedback. However, qualitative findings indicated that teachers had some reservations as to the effect of feedback on students. Two teachers explained.

“Sometimes feedback may be misunderstood whether it is given to better or bring down the students. Naturally, what we do here is to support (students) till the end.” (DK_SSI)

“In writing I try to say something on every mistake without demotivating them much. But this is not possible in speaking. In writing you have a one-on-one relationship.” (DI_SSI)

Qualitative data further indicate teachers’ considerations of timing of providing motivating feedback. One teacher told.

“For the language I use in both oral and written feedback, I observe my students’ reaction and make a choice accordingly. If I feel they are not that open to criticism, I

make the effort to make my feedback sound more like advice. Or if the recipient of feedback is a curious and self-motivated student, I can add a few extra notes to my regular feedback.” (CE_CRM 2)

Yet, quite a lot of teachers (78.8 %) indicated they “used phrases such as ‘I think, Maybe, Next time, you can ...’ etc. to soften negative feedback” (Item 26) pointing to hedged feedback. In other words, they preferred using a language that may be perceived as positive even when they focused on problematic parts. Therefore, softening the language of feedback can be said to be one strategy to prevent possible negative consequences in advance. The following quote is from a teacher who elaborates upon the value of wording in terms of the effectiveness of feedback.

“For me, the most essential part of it is definitely refraining from discouraging the students. Therefore, I try to be careful with the wording of my criticism if there is any.” (CE_CRM 1)

As well, the following quote implies that finding alternatives or a mid-way through motivating notes between positive and negative feedback is also a strategy, an implication of hedged feedback:

“My personal notes turn into motivating notes in pre-intermediate or intermediate levels. I prefer to write things like ‘thank you, you’ve improved a lot, you can do better.’” etc but mostly these motivating ones are followed with a negative one such as ‘be careful about grammar, vocabulary. Improve your intro, body.’” etc.” (KE_CRM 2)

Though necessary just like positive, negative feedback can be misunderstood especially by the first graders as they may not have developed a tendency to be open to criticisms. Hence teachers felt the need to soften their expressions and produce a more tentative but motivational type of feedback, hedged feedback. One teacher described his/her transformation upon learners’ reactions.

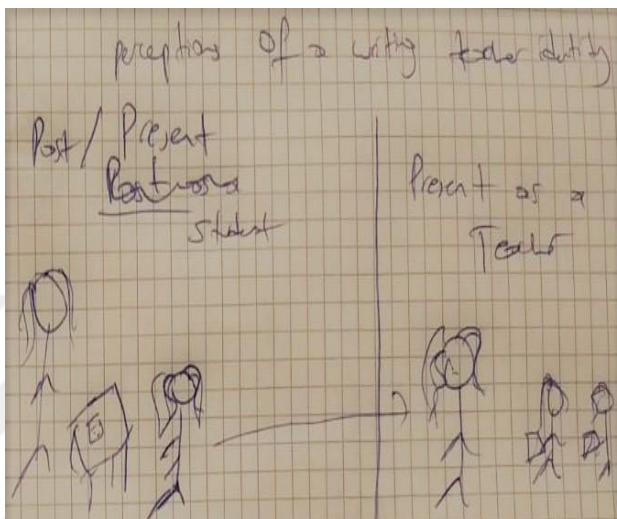
“When I was giving feedback according to the framework, I realized that I was always giving feedback on negative points because the framework was all on the mistakes. Then I remembered the teacher from PhD education. When she was giving feedback, she gave much feedback not only on negative but also positive things. After I remembered that I started pointing up not only negative things but positive as well. I wanted to do that so that when writing is mentioned, they wouldn’t remember only mistakes or a teacher constantly giving feedback on the mistakes.” (AS_SSI)

As a further evidence of why teachers prefer a certain type of feedback, an-memo on a graphic elicitation on the relationship of teachers and students in feedback giving sessions is given below.

Figure 6

An An-memo on a Graphic Elicitation by a Participating Teacher

"I noticed that in the 1st part of the graph, there is a table in-between but in the second part there isn't. I thought this might result from a fact that in the past the hierarchy between a student and teacher was strongly felt and the table might be representing the distance that should be ensured. Nevertheless, in the second part AS is depicted as a teacher but this time the table is lacking. In my opinion it means AS wants to reach her students directly without any means such as the effect of an institution which might have been visualized in the form of a table. It can be a less important factor when her own teaching style is considered." (An-memo on AS_GE1)



Motivating feedback has different functions and it might produce some other effects such as affective. This said, feedback could increase the quality of the interaction between teachers and students by gaining them the role of a “pen-pal” and disregard the feeling of “loneliness”. This way motivation level of both sides is supposed to increase. Two teachers pointed to this reciprocity regarding teachers and learners.

“Because they take this course at the first year of university, they have a lot of problems so they reflect their problems maybe their individual problems on the paper. So it's another point of view of feedback actually or reading their work, in other words.” (SE_SSI)

“Feedback is also important but it comes next. You should give them the idea about how to write because they don't know how to start. ‘What am I going to do now?’ They feel very lonely they feel very isolated so teaching and making them familiar” with the process I think is very important.” (US_SSI)

Another teacher stressed that motivating feedback is bi-directional and thus the rapport that comes out.

“It is part of this observation process to ask my students to tell me their opinions on my feedback, which I find important because to build a good rapport with class.” (CE_CRM2)

As is indicated above, feedback on written practices may act as a bridge between teachers’ and learners’ understanding and knowledge. Also, this interaction may transform into a mutual relationship that help learners orient towards their educational setting. One teacher told about their experiences in terms of motivational feedback.

“I always try to write a personal note to the students to show that I have something in common with them. Every elementary student writes a paragraph about their best friend, hometown or favorite book, I always add a small note saying that ‘Oh, I’d love to visit, I love that book too, your best friend sounds fun.’ etc. I believe it helps me to get closer with them. During the first weeks, many students pretend to be shy so to me those short notes are a way of helping them to get out of their shells.” (KE_CRM1)

Further, teachers interviewed either knowingly or without noticing approached miscellaneous topics with a critical eye. Actually, they talked about their own contexts, instructions and consequences thereof. Nevertheless, their sensitivity towards handling the issues from a realistic perspective was not possible to overlook.

It may be considered as usual for teachers to try to teach their students a language the way they learnt it once. Apparently, this might not be true for all who think in the opposite direction.

“If you notice that you are a good writer and that your written outcomes influence other people, you may continue in this way and you try to shape your students or you try to ask your students write in the same way you write. Maybe it can be dangerous as well.” (TB_SSI)

“‘I learnt in this way’ you hear this sentence so ‘you can learn it in this way’ you tell your students. While you are teaching, (you say) ‘do this, do that’. You give similar advices similar advice sorry maybe you ask your students to write in the same way you write. This can be dangerous as well.” “This can limit their creativity as well.” (TB_SSI)

Such direct correction might not always lead to improvement if students are not motivated enough to apply the feedback. This view is supported by most of the teachers, one of whom told.

“I think if I go on correcting them all the time myself, I don’t think that they will improve. They get the papers and then I don’t know they have a look at it (as) they never ask me any questions. (DI_SSI)

Whether learners' expectations are met can determine their motivation level. This may be why, writing teachers customize the way feedback is conveyed be it officially or personally. One teacher said.

"At the beginning I actually gave them the framework as well as the checklist so that they can understand the codes that I'm using there. Still I use some codes of my own because there were some parts that were not involved in that framework. I mean the framework was also very limited so I also use my own codes in addition to the standard codes. For example most of the questions came from the coherence in the framework. Coherence was not included, I mean incoherent sentences were not involved in the framework and I added it." (AS_SSI)

Feedback can also be a tool to rectify students' lack of prior knowledge particularly on how to write well. Two teachers explained why how feedback can help tackle such situations.

"We mostly guide them without confusing them too much considering a majority of them come to college without prior knowledge of structured writing even in their native language. All this lead us to spend most of our writing classes teaching them how to brainstorm, how to organize a paragraph – and an essay as their level progresses, and how to improve their content." (CE_CRM1)

"Concerning our culture, unfortunately, writing is a bit neglected especially in our mother tongue and even worse in foreign language teaching. Thus, instructors of the writing courses have to compensate the learners' incomplete or underdeveloped skills by providing extra effort." (SE_CRM1)

With regard to what kind of feedback should not be given teachers expressed their thoughts openly. During feedback practice especially when feedback at macro or organizational level is provided, there might be interventions as to the ideas of the writer, in this case the student. This might draw the reactions of students and cause a tension. This is clearly explained by three teachers.

"For students at this level I do not find it much right to give ideational feedback. It is not very correct to say 'you said this' or 'why did you say this?'. " (EM_SSI)

"Not in the sense of ideas or interfering in their ideas. Minor interventions could be done on things that could lead really big mistakes. Of course the content belongs to them, idea, examples, explanations but I don't think small touches regarding how to do better would offend." (SE_SSI)

"When I say music is the topic, everyone has got a different controlling idea, a different idea on that. Every piece of writing is going to be different so it's your own product." (US_SSI)

the teachers is a qualitative evidence of the teacher's being selective in relation to giving feedback or when and why s/he tolerates grammatical mistakes.

"I usually change my approach while giving feedback. If there are too many mistakes, I just indicate the errors in writing not to make the student feel unsuccessful. However, if the student is interested and studious, I usually delve into the details of writing." (DB_CRM1)

One of the participating teachers with whom the issue was discussed explained the reason why giving feedback is a matter of choice. And still, another teacher supports this.

"You don't necessarily have to show each all mistakes. If mistakes are made on a subject you haven't taught yet, it might not be meaningful to tell it and confuse them." (DI_SSI)

Further, the way students respond to teacher feedback might affect the way the teachers decide whether to tolerate grammar mistakes or to a lesser extent ambiguous sentences. One of the participating teachers explained.

"Some really minds feedback and you can for sure see this in his/her work. Some only read and pass on." (SE_SSI)

Meanwhile, in some teaching milieus, in order that students could gain a chance for improvement, they are allowed to do the same or similar writing tasks at different times within an approach of process writing. Therefore, such an approach may have made teachers to be more tolerant of the errors for the purpose of making students conscious of their own mistakes. This said, ignoring errors be they on grammar or on meaning on purpose could be seen as a way to make students more autonomous by means of process writing. One teacher out of those who applied process writing at their institutions said.

"There are some cases when there is no written feedback. Sometimes it's impossible to correct a paper as it's too bad. In that case, I just talk to the student and ask even for the 3rd draft unfortunately." (KE_CRM)

According to the qualitative findings, providing feedback on semantic features of essays was favored. Feedback on unity, coherence, and organization, factors being conducive to semantic quality, was also emphasized whenever possible. One teacher said.

“It is a form of communication that allows writers to convey meaning through well-constructed texts.” (KD_CRM)

Another teacher supported the idea stated above.

“Writing skill is to be able write or communicate your ideas in a print form by using necessary writing sub-skills such as using cohesive devices, writing coherently (and) writing meaningfully.” (AS_CRM)

Moreover, all participating teachers found structural accuracy important but not enough and created more room for improving the overall meaning of the essay. To quote one teacher.

“I think the balance is very important if you tell them their errors and show them the correct versions it is useless. For example, the student uses Subject-Verb-Agreement problems and you add the -s there. The student does not improve as long as you don't have process writing.” (TB_SSI)

To make the quote above more contextualized, it should be added that the teacher refers to giving feedback for better essays both during and after the writing processes. It is also implied that only grammatical feedback would not suffice for improvement. Apparently, those who chose to tolerate meaning or form-based errors might have preferred to be careful in giving feedback.

On the other hand, teachers could be prioritizing students' immediate needs so that they could determine whether they should give or avoid feedback.

“Because my students were repeat students (in) this module, I didn't have to work a lot on their organization because they were really good at that but my feedback was focused more on grammar and lexis I mean such kind of things.” (CE_SSI)

“Sometimes of course the students' individual demands for further info could be another driving force to reshape again my feedback type.” (SE_SSI)

As a matter of fact, students' needs could make teachers question why it is happening the way it is. This way, critical reflection on the part of writing teachers can become a routine part of the feedback-giving process. Two teachers explained.

“I look at the papers and the common mistakes are explicit like spelling mistakes but this child's paper includes mistakes that won't be made (normally), taking the potential of the class or the general into account. Why?” (DK_SSI)

“There are some factors that influence my style; the level of the students, the profile of the learners. For example, if they are very weak learners and if this is their first time

maybe I can give extra information. For example, I can say there is a problem with the tense. Sometimes I correct it myself. It depends on the situation factors.” (TB_SSI)

Another teacher justifies himself/herself regarding the breadth and depth of feedback provided in line with students’ attitudes towards their feedback.

“When they don’t change anything and give me the same paper as the first one, I start to ignore them a bit. First, I warn them both verbally and non-verbally. However, if they keep doing the same thing, I start to give them only written feedback and only with correction codes, no notes or warning. And then, I’m done with their paper. I guess that’s my way of ignoring some lazy and irresponsible students. I’ve been learning not to waste my time or breadth thanks to my students.” (KE_CRM1)

Some teachers seem to have found a mid-way between overlooking errors and dictating the corrected writing. One teacher explained in detail.

“There are some students who take it very personal when they make a mistake and you try to correct them even though you try to soften your language. And I don’t ask them to change all their like all the things that I think might be better. I try to tell them it might look better if you do this this way. So I don’t tell them ‘You have to change your idea like this because there is a problem with this idea’. I say ‘This is the weakness of your idea maybe we can make it stronger’. So when I put it this way they are not offended but some students have a tendency to be offended.” (CE_SSI)

Given learners’ needs change in time in line with how they progress, teachers prefer focusing on their process rather than their products only. One teacher said.

We cannot do portfolio thing now this year so I am trying to (implement) kind of first draft second draft in this way. They do it and (I say) ‘Please give me the final version’. In that way, 1st draft 2nd draft, I’m trying to give this idea to them because they need a purpose to do anything.” (US_SSI)

It can be summed that teachers’ decisions as to whether they should give, customize, or avoid feedback seem to have been affected by a variety of contextual reasons, two of the major ones being learners’ needs and institutional facts such as the implementation of the process writing.

Hitherto, teachers’ orientations towards certain types, focus, timing, how they accustom their feedback based on learners needs, expectations or proficiency level and their critical thoughts regarding the practice of feedback were discussed. In this regard, participating teachers’ perceptions of feedback are complicated and possible reasons are manifold. And all these are

likely to have gained them an identity centered on feedback and unique to them as EFL writing teachers.

5.4.5 Chi-square test on teachers' responses within each type of feedback.

Chi-square Tests were run to investigate if there was any significant difference between the positive (the sum of strongly agree and agree scales) and negative (the sum of strongly disagree and disagree scales) teacher responses in the TS within the same type of feedback (i.e., Direct or Indirect).

The results showed that there was not a significant difference between the positive (the sum of strongly agree and agree scales) and negative (the sum of strongly disagree and disagree scales) responses to items in any type of feedback (p values greater than .05).

5.4.6 Chi-square test on teachers' responses among different types of feedback.

Chi-squared Test results showed that there was not a significant difference among the different types of feedback in terms of positive responses or negative responses in the TS (p values greater than .05).

That there is no significant difference between the positive and negative responses within each type of feedback and among thereof might mean that teachers preferred using any type of feedback not on a continuous or constant flow but when they actually needed them. This is supported by the findings of the qualitative studies, as well.

As a matter of fact, findings of the quantitative and qualitative studies indicated that Direct Feedback was preferred less than the Motivational and Indirect Feedback. Moreover, in relation to the subtypes, it was the grammatical forms, conjunctions, vocabulary and logical development of a writing that teachers were the least generous in terms of providing direct feedback. More teachers gave feedback on spelling, punctuation and meaning in a direct

manner, though. Even though teachers emphasized the importance of direct feedback when needed, they claimed they used it taking some aspects into account such as the proficiency level of their students and their needs and expectations.

Additionally, it was found by the findings of both the TS and the qualitative data tools that Indirect Feedback was claimed to be used more than direct feedback. Many participating teachers indicated their frequent use of indirect feedback by means of correction symbols for raising awareness on a plethora of issues including task, grammar, vocabulary or organization. In addition, teachers also preferred to focus on these aspects with an analytic perspective. Teachers preferred this type and focus when they wanted to motivate students. Qualitative data also indicated that teachers provided analytic evaluation when they felt students needed it.

Moreover, findings of the quantitative and qualitative studies showed that Motivational Feedback was the most preferred type of feedback by the writing teachers. Depending on the needs of the students, teachers used this type of feedback to prompt autonomy and students' reflective involvement. It is worthy of note that most teachers prioritized feedback on organization and students' strengths more than their weaknesses by virtue of holistic evaluation. Likewise, the majority of the teachers took their time to give feedback in a more detailed way through notes and questions to prompt autonomy and students' reflective involvement in the writing process. Finally, all teachers provided motivational comments more than they did negative or hedged.

As the findings indicated, although far less than 50% of the teachers preferred to tolerate meaning and grammar-based errors, the preference to tolerate grammar-based errors was higher than meaning-based errors. A higher percentage of teachers preferred to overlook grammatical errors if the meaning was clear while evaluating the feedback papers. Far less teachers, though, avoided correcting meaning-based errors when there was no problem with grammar.

To conclude, the RQ 2a together with its response is written below.

RQ 2a

What are the perceptions of EFL teachers concerning their feedback orientations?

5.4.7 RQ 2a Response.

According to the results of the quantitative analyses, though there were not significant differences among feedback types, Type 1 Direct Feedback was the second least preferred type of major feedback. Moreover, in terms of subtypes, more teachers gave feedback on spelling, punctuation, and meaning in a direct manner than grammar, vocabulary and organization.

Type 2 Indirect Feedback with Analytic Evaluation was the second most preferred type of feedback. Many teachers used correction symbols/codes to give feedback on task, grammar, vocabulary and organization.

Type 3 Motivational Feedback and Feedforward was the most preferred type of feedback. Teachers focused on the strengths of their students more than weaknesses through holistic evaluation and feedforward comments. They also wanted the reflective involvement of their students.

Type 4 Tolerance of Errors/Ambiguity was the least preferred type of feedback. Yet, more teachers preferred to tolerate grammatical errors than meaning-based errors.

According to the results of the qualitative studies, direct feedback was not favored by teachers as much as indirect and motivational. Though teachers commented on grammar errors very often, they also tended to emphasize the overall meaning in student writing practices. Teachers also preferred to ignore grammar or meaning errors when

they took the motivational state of the students into account who could be affected adversely by the abundance of marked errors.

Errors were also tolerated when they were first detected as teachers aimed to increase student autonomy by giving them more chance to rewrite. It was also revealed that teachers mostly perceived feedback as something that should not be limited to only specific type as their feedback orientations varied due to some other reasons, i.e. students' proficiency levels, needs, and motivational levels.

Participating teachers aimed to enrich the process of how, when and why they gave feedback, meaning that they acted with reasons and justifications in their background all affecting and being affected by their multi-dimensional feedback orientations.

Abovementioned analyses of data concerning teachers' perceptions were supported with those regarding their performance on feedback. Results and discussions follow:

5.5 Research Question 2b

What is the nature of feedback that EFL teachers provide on student writing practices?

As previously stated, the evaluation of feedback papers and categorization of feedback units were based on The New Model of Feedback and yielded the following findings. Based on high inter-rater reliability (84.6 %) as indicated in CHAPTER IV METHODOLOGY Data Analysis 4.9.2.2. Research Question 2b, the figures in Table 59 below show the frequency distribution of the feedback units in terms of the major feedback types.

Table 59

Frequency Distribution of the Feedback Units regarding the Major Components in the New Model of Feedback

Major Components	<i>f</i>	%
Type 1 Direct Feedback	506	36.77
Type 2 Indirect Feedback with Analytic Evaluation	314	22.81
Type 3 Motivating Feedback and Feedforward with Holistic Evaluation	124	9.02
Total Errors Corrected (Type 1+Type 2+Type 3)	944	68.6
Type 4 Tolerance of Errors/Ambiguity (Total Errors Tolerated)	432	31.4
Total Errors (Type 1+Type2+Type3+Type 4)	1376	100

As indicated in Table 59 above, the most frequent type of feedback was Type 1 Direct Feedback (36.77%). The second most frequent type was Type 4 Tolerance of Errors/Ambiguity (31.4%). The third most preferred type was type 2 Indirect Feedback with Analytic Evaluation (22.81%). And the least preferred type of feedback was Type 3 Motivating Feedback and Feedforward (9.02%).

In terms of Type 4, writing teachers did not give corrective feedback on 432 errors out of 1376 and ignored them.

Moreover, Table 60 below shows the distribution of subcomponents under each type of feedback in The New Model of Feedback, in a descending order.

Table 60

Frequency Distribution of the Feedback Units regarding the Subcomponents in The New Model of Feedback

Major Components	Subcomponents	<i>f</i>	%
Type 4 Tolerance of Errors/Ambiguity	<i>Grammar</i>	338	24.56
Type 1 Direct Feedback	<i>Grammatical Competence</i>	299	21.72
Type 2 Indirect Feedback with Analytic Evaluation	<i>Semantic Competence</i>	275	19.98
Type 1 Direct Feedback	<i>Orthographic Competence</i>	106	7.70
Type 4 Tolerance of Errors/Ambiguity	<i>Meaning</i>	94	6.83
Type 1 Direct Feedback	<i>Lexical Competence</i>	89	6.46
Type 2 Indirect Feedback with Analytic Evaluation	<i>Strategic Competence</i>	49	3.56
Type 3 Motivating Feedback and Feedforward with Holistic Evaluation	<i>Textual Competence</i>	39	2.84
Type 3 Motivating Feedback and Feedforward with Holistic Evaluation	<i>Positive or Negative Feedback</i>	36	2.62
Type 3 Motivating Feedback and Feedforward with Holistic Evaluation	<i>Feedforward</i>	33	2.40
Type 1 Direct Feedback	<i>Task Adjustment</i>	12	0.88
Type 3 Motivating Feedback and Feedforward with Holistic Evaluation	<i>Hedged Feedback</i>	6	0.44
Total Errors	ALL (SUB)TYPES	1376	100

As is seen in Table 60 above, the most favored subcomponent of feedback was Type 4 Tolerance of Errors/Ambiguity on Grammar (24.56%). The second most frequently used

feedback was on Grammatical Competence of Type 1 (21.72 %) and the third most frequent type of feedback was Semantic Competence of Type 2 (19.98 %). The least favored feedback type was Hedged Feedback of Type 3 (0.44 %).

Further, Table 61 below shows the percentages of teachers having used each major type of feedback at least once and subcomponents thereof.

Table 61

Percentage Chart of Teachers' Use of Feedback Types (Participating Teachers N= 11)

Type 1 Direct Feedback N= 11 100%		
	f	%
<i>Task Adjustment</i>	8	72.72
<i>Lexical Competence</i>	11	100
<i>Grammatical Competence</i>	11	100
<i>Orthographic Competence</i>	10	90.9
Type 2 Indirect Feedback with Analytic Evaluation N= 11 100%		
<i>Semantic Competence</i>	11	100
<i>Textual Competence</i>	7	63.63
Type 3 Motivational Feedback and Feedforward with Holistic Evaluation N=11 100%		
<i>Strategic Competence</i>	10	90.9
<i>Feedforward</i>	9	81.81
<i>Positive/Negative Feedback</i>	8	72.72
<i>Hedged Feedback</i>	2	18.18
Type 4 Tolerance of Errors/Ambiguity N=11 100%		
Tolerance of Errors/Ambiguity on Grammar	11	100
Tolerance of Errors/Ambiguity on Meaning	10	90.9

As indicated in Table 61 above, all teachers used all four types of feedback at least once. In terms of subcomponents of major feedback types, all teachers preferred using feedback on

Lexical Competence, Grammatical Competence and Semantic Competence. Also, all teachers tolerated errors/ambiguity on grammar. Relatively less teachers (90.90 %) provided feedback on Orthographic Competence and Strategic Competence. 90.90 % of the teachers preferred tolerating meaning-based errors/ambiguity, as well. Clearly, feedback on Textual Competence was less preferred by teachers (63.63 %) and the least favored type of feedback used was Hedged Feedback (18.18 %).

Details regarding each type of feedback follow.

5.5.1 Type 1 Direct Feedback.

Direct Feedback was the most frequently used major feedback type. As indicated in Table 61 above, all teachers (N= 11) used Direct Feedback at the level of 36.77 % (n= 506/N= 1376).

As for the subcomponents of Direct Feedback, all teachers used feedback on Grammatical Competence at least once and at the level of 21.72 %. The second most frequent subcomponent of Direct Feedback was Orthographic Competence (7.7 %) which was used by 10 out of 11 teachers at least once, as well. Similarly, feedback on Lexical Competence was provided by all teachers yet at the level of 6.46 %. The least favored subcomponent of Direct Feedback was Task Adjustment. This was used by 8 out of 11 teachers at the level of 0.88 %.

In sum, Direct Feedback was the most preferred type of major feedback on student papers. Moreover, in terms of subtypes, more teachers gave feedback on grammar, spelling and vocabulary than task or organization.

Qualitative studies pointed to the use of direct feedback depending on students' needs, expectations and motivation and the requirements of the system. Although the weight of teachers' claims on direct feedback did not seem to match with that of their practices of it, many teachers considered direct manner as a transfer of knowledge rather than a negotiation.

Apparently, direct or corrective feedback is often a desired type depending on the proficiency level of the students. For example, some teachers delay corrective feedback to the benefit of their students. One teacher explained.

“(I’m) giving immediate feedback but at first you shouldn’t give very detailed feedback. You leave some time for students to think, to make it more personalized for them, to think about their mistakes and to revise. But you shouldn’t be very detailed at first then maybe you should be talking about the details.” (US_SSI)

Another teacher explained why direct feedback should be sustained as an initial support.

“If the students’ level is low, I generally prefer corrective feedback because when I only underline for example or use a symbol, they may not be able to correct it themselves so they need more assistance at the beginning. But as the level of the students get higher, I prefer to give non-corrective feedback.” (DI_SSI)

5.5.2 Type 2 Indirect Feedback with Analytic Evaluation.

Type 2 Indirect Feedback with Analytic Evaluation was the third most frequently used major feedback type. Many teachers used correction symbols/codes to give feedback on grammar, vocabulary, and task or organization. All teachers (N= 11) used this type of feedback at the level of 22.81 % (n= 314/N= 1376).

As for the subcomponents, all teachers used feedback on Semantic Competence at least once and at the level of 19.98 %. To add, the categorization of semantic competence subsumes indirect feedback on grammar, lexis, and orthography through correction symbols.

As well, teachers’ second favorite subcomponent was Textual Competence (2.84 %) which was provided by 7 out of 11 teachers.

Qualitative studies also pointed to the use of indirect feedback on student papers. However, the choices of teachers in relation to indirect feedback and whether it is initially or finally performed are affected by some factors. This being said, their selections might depend on the immediate needs of the students. One teacher explained the reason why s/he preferred indirect feedback at the initial level unlike some other teachers quoted in the previous part.

“My style changes in terms of the level of students. With elementary levels, I mostly prefer to give students options. I avoid correcting every mistake. If a mistake is repeated too many times on the same paper, I write a note below to emphasize it. For pre-intermediate or intermediate levels, my feedback strategy changes.. I challenge them a bit. I give them writing codes so that they will figure out where the problem is, and I also ask them for a second draft. At first, they have a tough time but after a short time, they get used to codes. I don’t correct every mistake as well, instead I correct the ones fitting to their language level.” (KE_CRM1)

As indicated in the discussions with the participating teachers, they thought that the use of correction codes or symbols could alleviate the directness of feedback and thus leaves more room for students’ own evaluations of their errors. However, since codes are likely to increase the cognitive load of students, students should first know their meanings and build upon their writing practices upon them. When they are informed about pre-determined cognitive loadings of the codes in advance, the development of students might become more tangible. Two teachers explained this need clearly.

“I think it would be nice to state the meanings of these symbols or the signs at first and then maybe let them understand this system of signals but most of them again and again (asking) the same thing - basing on my experience – ‘What does it mean?’. For example, they ask me some symbols again and again. I try to explain the meanings of the symbols so for me it is much more time consuming so I try to express my feelings or my suggestions on each paper as short as possible.” (SE_SSI)

“Mostly I use error codes with my prep school students. Error code list, of course, I provide them with the list in advance so that they know which symbol means what.” (TB_SSI)

Hence, by means of indirect feedback, both teachers and students are involved in writing process through providing and receiving feedback. This way the latter group are not “spoon-fed” (CE_SSI) but guided. How this is accomplished in class is portrayed below by one teacher.

“When we start essay writing I generally write the introduction paragraph myself but by asking students’ ideas for example, ‘Let’s find a general idea about this topic.’, ‘What is the topic of the question?’ I try to elicit from the students so my philosophy is observed there as well I get it from the students and I shape it, I write it on the board in the correct way. But I try to involve the students as much as possible because this is my philosophy, otherwise, they get bored in writing lessons very very easily and you lose them.” (TB_SSI)

5.5.3 Type 3 Motivating Feedback and Feedforward with Holistic Evaluation.

All teachers (N= 11) used Motivating Feedback and Feedforward with Holistic Evaluation at the level of 9.02 % (n= 124/N= 1376). In other words, this type of feedback was the fourth most frequently used major feedback type.

As for the subcomponents, 10 out of 11 teachers provided feedback on Strategic Competence at least once at the level of 3.56 %. The second subcomponent used by 8 out of 11 teachers was Positive and Negative Feedback, preferred at the level of 2.62 %. Moreover, 9 out of 11 teachers used feedforward at the level of 2.40 %, which was the third most frequent subcomponent. Last, 2 out of 11 teachers used hedged Feedback at the level of 0.44 %.

Motivational Feedback and Feedforward was the least preferred type of feedback. Teachers gave feedback on textual competence and feedforward as well as positive, negative and hedged feedback.

Qualitative studies further indicated that most teachers used this type of feedback for encouraging their students to write better. One teacher told.

“My personal notes turn into motivating notes in pre-intermediate or intermediate levels. I prefer to write things like ‘thank you, you’ve improved a lot, you can do better.’ etc but mostly these motivating ones are followed with a negative one such as ‘be careful about grammar, vocabulary. Improve your intro, body.’ etc.” (KE_CRM2)

Another teacher emphasized the reason why s/he gave positive feedback.

Maybe to encourage them more I write some comments like ‘Your grammar was really good, your lexis was really good but you can do better.’ (CE_SSI)

5.5.4 Type 4 Tolerance of Errors/Ambiguity.

Tolerance of Errors/Ambiguity was the second most preferred type of feedback. Teachers tolerated errors more on grammar than meaning. Still, teachers tolerated few meaning-based errors even if the grammar was correct.

All teachers (N= 11) tolerated errors/ambiguity be they on grammar or meaning at least once and at the level of 31.40 % (n= 432/N= 1376). As for the subcomponents, all teachers avoided some feedback on form-focused errors at the level of 24.56 %. Besides, 10 out of 11 teachers tolerated errors and thus avoided feedback when errors were related to meaning at the level of 6.83 %.

Qualitative data findings also indicated that some teachers disclaimed tolerance of errors though they also support less independence on corrective feedback in time. One of them explained.

“At the beginning, the teacher gives feedback for some time, underlines, gradually does corrections, and in the last phase peer correction (is employed). And in the very last phase, self-correction can be arrived at. This is a process. I don’t agree with the (idea) that there should be no feedback given. How can a student know what s/he did is right or wrong? Someone should necessarily guide them.” (DI_SSI)

There can be other reasons as to why teachers prefer indirect feedback or no feedback at all.

One teacher told.

“If the problem is something that I always talk about in the classroom I generally don’t prefer to correct it myself because I have already done it a number of times.” (DI_SSI)

The fourth type of feedback in the New Model of Feedback was Tolerance of Errors/Ambiguity referring to teachers’ not giving any written feedback on an error detected or avoided due to different reasons.

As mentioned elsewhere, because of the institution-wise rules and regulations, participating writing teachers had to follow those procedures. For example, more than half of the teachers gave feedback repeatedly because they adopted the system of process writing which requires students to write a paper with the same topic more than once for betterment. More drafts meant more feedback and thus more time and energy. Qualitative studies suggested that teachers were quite motivated to provide feedback in line with their students’ needs. However, due to some reasons, they avoided correcting every one of the mistakes on the papers. This could have

stemmed from the assumption that students should take their own responsibility and put more effort in identifying and correcting their own errors.

Learner autonomy, therefore, might have been aimed to be promoted by letting learners interact with their writing as the representation of their own cognitive and writing skills. Given many students are required to write a further and a better draft, by tolerating grammatical errors or ambiguity in meaning teachers may have intended to give them more time to think and act upon their writings. Some other reasons are indicated below.

Possible Reasons for Tolerance of Errors/Ambiguity

Multiple papers from the participating teachers with hundreds of corrections yielded evidences as to why some mistakes were disregarded despite a very detailed feedback-giving pattern in many of the papers examined. Some of the possible motives behind not taking any action towards error correction included:

- *purposefully ignoring abounding mistakes*

When there were too many mistakes to correct, the teacher might have ignored mistakes but they still wrote an end-note to raise the student's attention. Otherwise, almost the whole paper would have been full of red markings, which was a motive for demotivation according to the teachers, as shown by the qualitative data findings. The rationale is that students could perceive an abundance of red markings as an indication of failure and thus frustration.

- *disregarding the repetitive mistakes*

The teacher might not feel the need to correct an error that has just been corrected in the preceding lines. Particularly for errors regarding the spelling of a repeated word or phrase, such avoidance could have been preferred. As well, such repetitions may have been considered as

the student' indifference, a matter of complaint by teachers as revealed through qualitative studies.

- *not noticing*

Where all similar mistakes have been corrected, one among them might not have been realized and thus corrected. This option is quite possible because some of the papers required a lot of instances of feedback so that it could become an accomplished one.

It can be concluded that teachers' not giving feedback on some errors or tolerating them does not seem to be result of neglect but an intended avoidance. Still, there might have been other reasons that have been mentioned above.

5.5.5 One-way ANOVA test among different types of feedback.

To find out if there was a significant difference among teachers' use of different feedback types, a one-way ANOVA test was run. Findings revealed that there was a significant difference between the feedback types teachers used in their writing classes, at the level of $p < .05$: [$F(3, 39) = 3.4, p = .027$].

Further, a post-hoc comparison by the Tukey HSD Test showed that there was a significant difference between teachers' use of Type 3 Motivational Feedback and Feedforward and Type 1 Direct Feedback ($p = .023$). It was found that the mean score of the use of Type 1 Direct Feedback ($M = 46, SD = 24.87$) was significantly different than the mean of the use of Type 3 Motivational Feedback and Feedforward ($M = 12.4, SD = 8.8$). Also, the number of feedback units regarding Type 1 ($N = 506$) was far more than that of Type 3 ($N = 124$), which means teachers used Direct Feedback more than Motivational Feedback and Feedforward.

As opposed to their claims in the TS and the qualitative tools, participating teachers used Type 1 Direct Feedback more than any other type of feedback and mostly on grammar. In terms of

Type 1 Direct Feedback and Type 3 Motivational Feedback and Feedforward, there was a significant difference. More teachers used Type 1 than Type 3. There was no other significant difference other than this result, though.

All in all, the response to the RQ 2b is written below.

What is the nature of feedback that EFL teachers provide on student writing practices?

5.5.6 RQ 2b Response.

Although teachers used different means of feedback such as indirect in the form of correction symbols (Type 2) or motivational feedback and feedforward through several means (Type 3), direct intervention (Type 1) was identified most on students' papers. The difference between the use of Type 3 and Type 1 was statistically revealed as well. In addition, feedback loaded with a motivational function was identified as being a guiding tool for future tasks though in a limited amount. Teachers also tended to tolerate many errors but less on meaning than on grammar.

5.6 Research Question 2

Is there a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices? If so, how?

In an attempt to answer RQ 2, a Chi-square analysis was run. It was found that there was no significant difference between teachers' perceptions and their performances as regards feedback types, except for three cases.

- *giving more than one chance for improving their compositions/essays (Item 21, $p=.031<.05$)*
- *evaluating the overall quality of writing to emphasize students' strengths (Item 22, $p=.045<.05$)*

- *using phrases such as “I think, Maybe, Next time, you can ...” etc. to soften my negative feedback (Item 26, $p = .042 < .05$)*

As the figures above indicate in terms of three items in Type 3 Motivating Feedback and Feedforward, teachers' self-reports about their practices and their actual feedback-giving behaviors do not converge. That is, teachers tend to give more feedback by means of holistic evaluation (Item 22) and hedged feedback (Item 26), a kind of feedback that mediates between positive and negative feedback. Also, teachers were wishing to give their students more chances to improve their writing in the form of feedforward (Item 21). However, qualitative findings indicate that factors such as institutional requirements, timing, student needs, expectations and motivation might be a factor in determining the type and foci of their feedback and thus teachers' orientations.

Qualitative findings also raised the question of whether there might be a separate feedback-oriented writing teacher identity. From an umbrella term, identity, to the specified one, feedback-oriented writing teacher identity, relevant findings and discussions are written below.

Though stated elsewhere, it should be noted that more attempts in research are needed to portray identity development of teachers as writing teachers and students as writers. However, knowledge on the present perceptions, attitudes, and expectations of them might give some insight as to how they gained their identities from their background up until now. In other words, not the development but the positioning of the participants in terms of their feedback-related identities were at the core. Also, as qualitative data tools generated data on issues other than what type of feedback teachers used and students preferred, such valuable data were discussed below to shed light on the orientations of teachers and learners particularly to understand the unlying traits of the choices of both parties.

Identity is a too broad a term to identify and to have a good command of. This is why it is sub-categorized in many fields of social sciences. In education as well there is the well-established term teacher identity and language teacher identity. However, it is not very common that skill-based identities are discussed. Through the data the participating teachers shared generously, the existence of language teacher identity, writing teacher identity and feedback-oriented writing teacher identity was searched for.

Language Teacher Identity may be identified as the theories and practices that shape an identity unique to a language teacher. Two participating teachers did not accept Writing Teacher Identity as an independent concept but Language Teacher Identity. They claimed.

“Writing teacher ID may not be something separate on its own but it may be something which is subsumed under your language tea ID. It’s like a writing teacher has a language teacher ID but a writing teacher ID as well.” (DI_SSI)

“I believe that there is no separate writing teacher ID. I’m a facilitator, guide there not a kind of teacher who gives the answers (and) ask questions again and again. So, my role there is to help them to notice so this is reflected in my writing teaching as well so I don’t believe that there is such a separate ID.” (TB_SSI)

However, another teacher put forward why Writing Teacher Identity can exist though s/he might not hold on it.

“Well, yes there may be independent one as well I mean some teachers can just devote themselves to writing and they can be like experts, expertizing writing. If I have to talk about my case, I’m teaching others: listening, grammar, and also main course. I cannot say that I have developed a writing teacher ID.” (AS_SSI)

Writing Teacher Identity, on the other hand, may be defined as the totality of the central and peripheral factors that emerge, develop and transform the attitudes and preferences of a writing teacher. Or writer teacher identity may be *“whatever you are affected by while teaching writing.” (DI_SSI)*. Additionally, the quote below specifies the pillars of such an identity.

“It has a feedback provider perspective, reflection perspective, supporting perspective, lecturing dimension, field knowledge provider – transferring field knowledge about the subject – as well as monitoring.” (SE_SSI)

One teacher explained how a writing teacher differs from a language teacher.

“I think it is different from being a language teacher. Of course, they are related however teaching writing is another thing, I guess. Because being a writing teacher means to me teaching them how to plan, how to organize, how to revise, how to make an outline, how to brainstorm. Most of the time they don't know anything about all these structures.” (US_SSI)

The possible relationship between feedback and writing teacher identity is portrayed below by two teachers.

“I think teaching writing is harder than teaching others (skills) because it's really abstract, I mean when you give them feedback about their writing. Especially giving feedback on their content is really hard because when the students first come to college they say they don't read enough. They don't have ideas that is what they say. So when we ask them to write about a prompt, they can't find ideas so for me the most challenging part of teaching writing was this.” (CE_SSI)

“Writing teacher identity has many components such as possessing pedagogical knowledge, content knowledge but most importantly being able to give the necessary feedback. (AS_CRM1)

Further, Feedback-oriented Writing Teacher Identity is a form of writing teacher identity generated by the feedback-laden aspects of writing teachers. One teacher defined it in his/her own terms.

“Feedback to me is important, a condition showing how much you appreciate what and how much you assess what. It is the teacher's appreciating feedback more than the work.” (EM_SSI)

The possibility that such a term exists is justified below by one of the participating teachers.

“It's possible (that there should be a specific/separate term like feedback-oriented writing teacher ID). Feedback means more for writing teacher so we can also take feedback-oriented writing teacher aside because it is a source of opportunity to support the students and a kind of reflection to see their improvement and sometimes to give them some more emotional maybe boost for it.” (SE_SSI)

According to some teachers, feedback is an integral part of writing which is why a step-by-step monitoring is needed. By comparing writing with other skills, one teacher explained why.

“When students ask how they can improve skills, I say to them “for reading you should read abundantly; for speaking you should speak abundantly; for listening there are already many materials to learn it but when it comes to writing, after you have written it you can't leave it, you should take feedback.” (AS_SSI)

Another teacher evaluated his/her own situation from a critical perspective mentioning the principles of feedback-oriented writing teacher identity.

“We gave it (the portfolio system) up this year. We gave feedback but not in that way, not first draft, second draft, one time one feedback. That’s all. We do not look at the revised papers but a feedback-oriented teacher I guess should be looking for the next step. Revising is the important part of writing as far as I learnt so far. ‘How did the student correct their mistakes?’, ‘How much did they improve?’ So this will be a kind of feedback-oriented teacher I mean it needs a lot of hard work.” (US_SSI)

Following the track of a student’s development in terms of writing necessitates systematicity because one-shot writing and feedback would not normally be sufficient. That is why, process writing or giving feedback during the development of a writing piece, not after it has been completed per se, is highly important. Multiplicity of trials and evaluations therefore help sustain monitoring of the process closely. One teacher pointed to the relation between monitoring as an important aspect of feedback-writing teacher identity and improvement.

“Monitoring could be another element we can assume as a (factor of) writing teacher identity. Giving feedback is not a just an action you can do it and it is over. As a writing teacher you should keep track of each student’s improvement so monitoring could play a crucial role.” (SE_SSI)

Though it may seem so, providing feedback is not a one-way act. The relationship between the teacher and the student can be identified as reciprocal in the sense that both stakeholders are actively and mutually employed in the teaching and learning process by means of feedback mechanism. Who teaches and who learns can sometimes be mingled, therefore. One of the participating teachers summarized how feedback penetrates into one’s identity development while teaching writing.

“In my opinion, one’s ID develops and changes as s/he teaches. From time to time it changes your view. At the beginning we enter the class with an ID and teach by means of its light. We don’t enter blankly. But later, the feedback we get from students may change and develop our ID from time to time. Therefore this is reciprocal.” (DI_SSI)

“Initially, your ID maybe is effective on your teaching but in time after you started teaching this may change or develop your ID with the feedback you get. The teacher at the entrance is not the same with the one at the exit.” (DI_SSI)

Teachers may sometimes need to gather some evidence as to how students evaluate the flow of the courses. Be it orally or in written form, students are directly or indirectly asked to comment on the process. This makes it possible to understand the effect of feedback instances. Two teachers gave examples from their own settings.

“For two years I try to give them a sort of survey, a sort of questionnaire involving just 10 questions at the end of each term to criticize the lesson. (It) involves a lot of points about the overall quality of the lesson and they have learnt something, what points could be improved, which parts they don’t like at all or they don’t need at all. So basing on these points I think it is useful this may be regarded as their reaction.” (SE_SSI)

“In fact, I work as the head of professional development unit in prep school. I conduct questionnaires. In these questionnaires, I ask students about writing courses/lessons, how they feel about it, do they find them effective, do they believe that they can improve their writing? So, through these questionnaires I can receive feedback from my learners.” (TB_SSI)

To sum, one teacher summarized the factors shaping feedback-oriented writing teacher identity. S/he said.

“There are many factors contributing to this dynamic identity. School policies, my own characteristics, previous experiences, my school background (some good examples of teachers or vice versa) and colleagues as a mirror for reflection are all a part of this identity.” (KE_CRM1)

The dynamism that lies behind the identity of writing teachers is associated with the “qualities and beliefs” of a teacher by one of the participating teachers.

“All in all, I would say that giving feedback is also a part of my writing identity. I have my own style of giving feedback just like teaching and this style is very dynamic and reflects my identity which shows my qualities, beliefs.” (KE_CRM1)

Feedback as an integral part of a writing teacher identity that leads to guidance on the part of learners is highlighted by one teacher.

“The most important factor that affects writing teacher identity is feedback. When I give feedback, I feel that I am a writing teacher. It is because I get interact with students’ writings, correct parts if necessary, tell them they are on the right path or guide them.” (AS_CRM1)

Qualitative studies further demonstrated that another reason that determines teachers' feedback behaviors is teachers' educational background and their own experiences. Such effect can be either in the positive or negative direction. One teacher clearly said.

"There is an interaction between my studentship and let's say teaching." (AS_SSI)

It is not uncommon that teachers remember their K12 teachers as they were their first models as writing teachers.

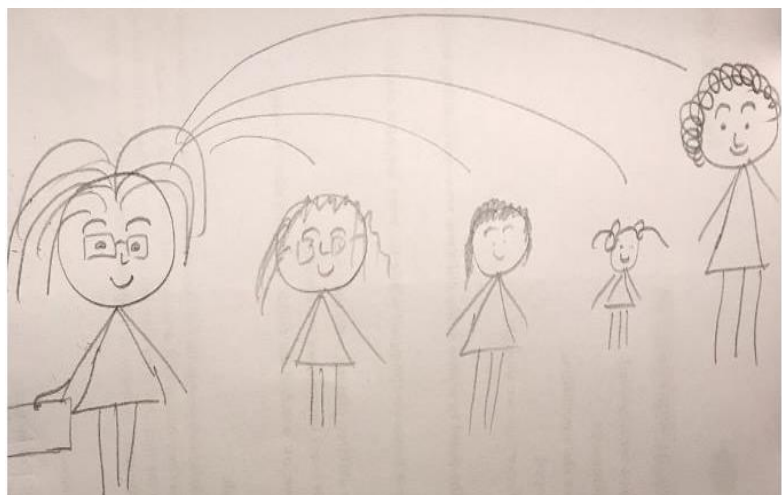
"Teachers generally tend to teach in the way that they learn actually which means that they might have been affected by their teachers because it was a teacher who taught them how to write in English." (DI_SSI)

A graphic elicitation with an an-memo (Figure 7) accompanying it is a clear representation of the importance of former education, particularly K12, on teachers' current feedback habits. They follow.

Figure 7

An An-memo on a Graphic Elicitation by a Participating Teacher

"Actually when I first asked ID if the drawing is a specific teacher she said no but later on she realized that the woman has curly hairs just like her high school teacher! Thinking that more than 20 years has passed from those years I think it is interesting that she remembers and draws her teacher at high school. Being a PhD student how many teachers has she seen up until now? Quite interesting to me."
(An-memo on ID_GE1)



On the other hand, teachers at Pre-service period might have made a bigger effect, be it positive or negative, on teaching and feedback practice given the breadth and depth of writing practices at BA level at varying levels.

“The first reason (for how I give feedback now) is my university teachers. Thankfully, they responded to every question. (EM_SSI)

On the contrary, more teachers claimed they were not satisfied with the feedback they received at university.

“When I first started university, we had a writing class. I remember it was the first feedback example that I have seen but I don’t think that I just took her as a model because it wasn’t very detailed and maybe she didn’t just even correct anything. She just make some comments at the end of the paper not even detailed things because we were ELT students.” (US_SSI)

“At the university, BA, I don’t remember that I got any feedback from my teachers, I mean not a comprehensive one.” (AS_SSI)

“If I had taken feedback during BA or high school, I could have been a much better student or I could have learnt a lot earlier.” (AS_SSI)

Those who have had an access to higher education are likely to have increased chances of meeting more examples of feedback practices. However, the effect of such feedback might change from person to person. Some teachers underlined the importance of feedback which they found effective. Two of them said.

“I think I do more than required (in terms of feedback). This is related to my past experiences. When I was doing MA, I made a lot of mistakes and I took such detailed feedback that after a year I remember how much I improved.” (AS_SSI)

“I learnt how to give feedback from some of the professors during the higher education or my learning process helped me how to give feedback to my students I can say.” (AS_SSI)

Nevertheless, some other teachers sounded as if they did not practice feedback the way they were familiar with. The reason seems to be their critical approach to how their teachers gave feedback. Two teachers explained the rationale behind their avoiding following their earlier teachers’ path.

“When taking courses during higher education, one of my teachers may be giving very harsh feedback and we demoralize. I can say I am not affected by him in this manner. I don’t give feedback to students in that way. Another teacher didn’t use to give any feedback, therefore, we don’t know about her thoughts, whether she liked (our papers).” (DI_SSI)

“I always try to encourage them to write more and more. This may be due to the fact that I, myself, improved my English as a student through writing. I saw that although

nobody corrected my mistakes, my English improved in time. I think the same thing may be true for my students, too.” (DI_CRMI)

In addition to the effect of educational life as a student, it is obvious teachers developed their feedback habits through their own practice while as a teacher. One teacher said.

“Learning how to give feedback is not something to be learnt during pre-service education in my opinion. You learn the types and strategies in theory. However, they might change in relation to the context, the students, etc. So you learn how to give feedback by doing. The more you do the more you learn about your students, and the more you feel you are useful for them.” (DI_CRMI)

In line with the comment above, the following teacher suggested some factors comprising teacher identity.

“Teacher identity starts from the very beginning years of teacher candidates’ university education. Students gain their teacher identity over time from experiences, pedagogical knowledge, teaching practices and professional development.” (KD_CRMI)

Although higher education is seen as crucial in learning how to get and receive feedback, such education can be dealt with a critical eye. This is interrogated in the following an-memo.

“During this research I heard many people saying that I learnt it after graduation and didn’t hear anyone saying I don’t give feedback. Then if it is that important, is there any special emphasis on ELT curricula?” (An-memo on DI_SSI)

While working as a teacher, many teachers attend in-service training programs to strengthen their position with renewal of knowledge. Being conducted in a relatively free and flexible environment, such programs may impact how teachers give feedback the way they do. Two teachers reported.

“Sometimes basing on my experience not on methodology books and also my colleagues’ experience (I) change or shape my type of feedback.” (SE_SSI)

“Actually yes there was theoretical information about feedback in our courses when I was at university. We learnt types of feedback, how to give that type of feedback or we may have seen some examples of feedback but I think I learnt to give feedback after I became a teacher. This is experience-based.” (DI_SSI)

The value of observation of peers or students in educational settings in terms of providing feedback should not be underestimated according to some participating teachers. One of them well-defined this situation.

“I started to teach at X University and after that I started to give feedback to students in writing and I learnt it from my colleagues first of all, my more experienced colleagues.” (DI_SS)

“Of course I am not (the same person). This is something that is shaped by seeing, trying, experiencing. In time a development emerges by saying ‘I gave feedback this way (but) I couldn’t get positive response so I need to change it’ or ‘Yes it’s done I can try it.’ (This is a trial and error) because you get a different reaction from every student.” (EM_SSI)

Or some teachers claimed that instincts may also contribute to the development of feedback-based behaviors and practices. One of them said.

“I just followed my instinct and observed the students how they react to my feedback like how they react if I say something directly or if I soften it a little bit and if I focus on grammar, if I focus more on organization and content. I observed them.” (TB_SSI)

Peer support at one’s workplace can be deemed important as colleagues might represent not only a model for how feedback ought to be given but also how not. In many cases, such enlightenment can occur via peer observation. In the first statement given below, the teacher explains how a system does not oblige teachers to do peer observation but make them motivated to do so. In the second one, a specific example of an observation and its effect on feedback-giving habits is depicted.

“Every year they expect us to observe some of our friends. Last year I observed two people and this year I am getting ready to observe another colleague not yet but I will. That’s also yes how I got some information. They don’t give us any criteria about that I mean they just expect us to observe any of our colleagues. If you do it is for our appraisal system actually. If you do, you get some points. If you don’t I mean nothing happens, nobody punishes you or you don’t get any criticism. It’s just they expect us to do it.” (CE_SSI)

“I was also asked to observe one of my trainers’ classes. I observed her while teaching writing. She reflected a sample paper on the board and she underlined and she tried to find the problems with the students at the same time and they underlined the problems together in the writing sample essay. And while doing that she used error codes, colors

and numbers of course. ... I noticed that the learners were involved more and participated in the lesson more.” (TB_SSI)

It is a tendency to imagine a setting for observation and learning where more experienced teachers guide novices. However, the direction of experience transferring could be the other way round. This is clearly expressed below through two quotes.

“Sometimes I come across questions like this for example: What is the best way to give feedback? Especially inexperienced teachers want to learn from more experienced ones but I don’t think that learning stop somewhere. If you are a teacher you constantly learn, go on learning. And then there are some experienced teachers who learn from very inexperienced teachers as well.” (DI_SSI)

“I learned many things from my colleague who had been giving this course for years. But when we come to giving feedback, actually I learned to give feedback by giving it. I see how much preliminary work is done, feedback issues come up until the real feedback process has started.” (SE_CRMI)

The use of technology also contributes to the quality of the experience teachers accumulate in time which could evolve into more accomplished feedback practices. The role of mobile phones, and social media are underlined below by two participating teachers.

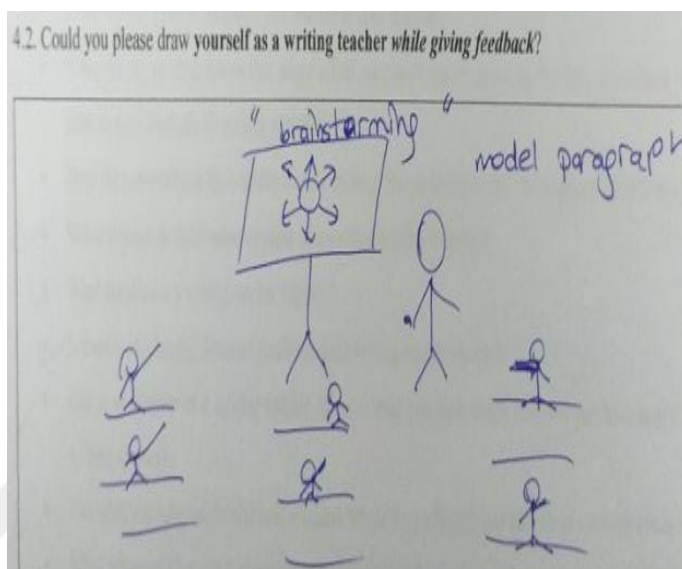
“As the technology has been improved in recent years some teachers may get help from technology. (They) may have read some articles. It may not be a purely academic articles but they may have you know access to forums or I don’t know they may have feedback from the internet the teachers sites like social media on Facebook there are a lot of different pages about English language teachers.” (DI_SSI)

“I started to make the writing classes more interactive so now I use a mobile application more.” (CE_SSI)

Students’ background concerning education is also important due to the fact that their readiness for writing classes could affect how they are instructed and given feedback. Given writing skills progress depend on some other skills such as cognitive or social, writing teachers could feel the need compensate for all these to help their students. The an-memo on one of the participating teachers’ graphic elicitation relates to this matter (Figure 8).

Figure 8*An An-memo on a Graphic Elicitation by a Participating Teacher*

"In this graph by US, students raise their hands which implies, I guess, their will to participate in class. The rectangular though seems like a smartboard is said to be a speech bubble. The arrows might symbolize the rich thoughts to emerge while brainstorming. On the one hand I do admire US in that she starts from the beginning - long before teaching writing skills – and teaches thinking skills first. However, her students are adult EFL students having taken English courses for quite a long time. Is it normal to start everything from scratch at a preparatory program? I can't stop interrogating this situation." (An-memo on US_GE2)



Major factors that feed teachers' feedback orientations or feedback-oriented writing teacher identities have been discussed up until now. Yet, there are some issues to be dealt with in order to reflect its breadth and depth in theory and practice.

There are many factors that affect how teachers give feedback, including learner effect. It can sometimes occur upon the use of pop-up expressions or different usages by different students.

Two teachers referred to this situation and its end result.

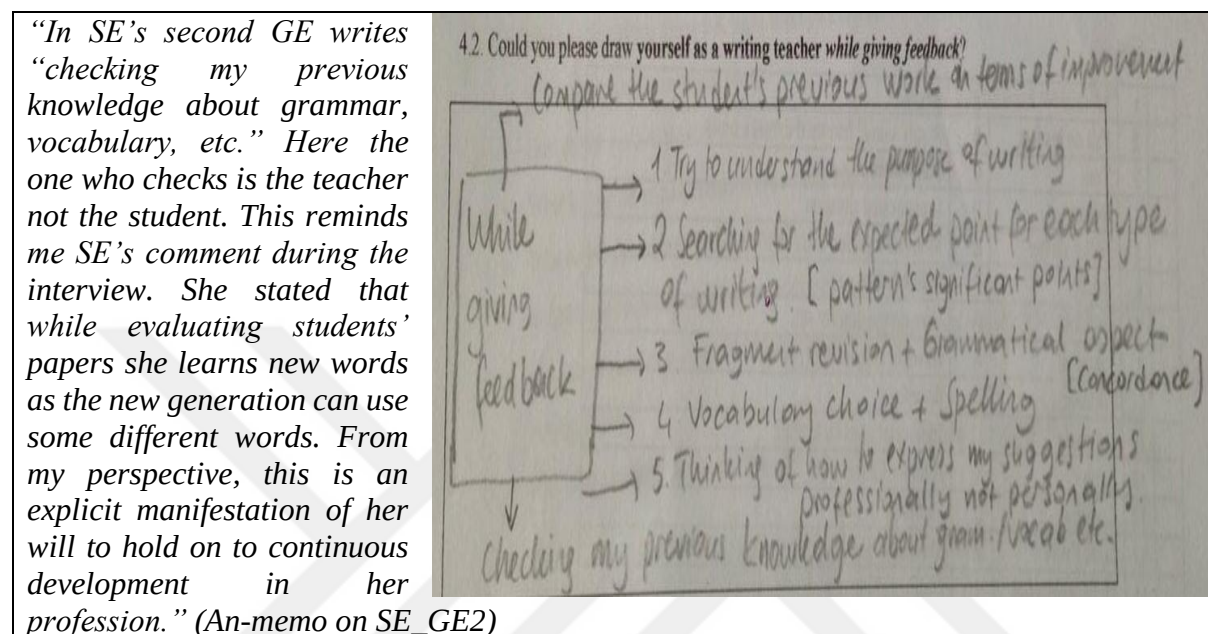
"Besides, while I am marking the papers, I look over the grammar or vocabulary to improve myself. Sometimes very interesting expressions emerge. You know there are many words in English. It is certain that (I come across a word I don't know, especially those related to technology. I check my own knowledge. They have a lot of contribution to me." (SE_SSI)

"While I am marking the papers, I tell (to myself) that this can be a potential mistake so we should pay more attention to this. For example in a class, they misunderstood while making them write thesis statement. I immediately made the necessary warning by being fed by the papers. Actually I fed myself." (DK_SSI)

Figure 9 below is directly related to the first quote above and elaborates on the question: “Who is the owner of the feedback? Teacher or student?” It follows.

Figure 9

An An-memo on a Graphic Elicitation by a Participating Teacher



Some teachers indicated the dual effect of their own feedback which was first provided for students' writing practices. The reciprocity stems from the benefit students get from their teachers' feedback and from the one teachers get from their students' comments on their feedback. One teacher explained in detail.

"Students do (have a role in my own transformation as a teacher) because writing seems very mechanical. And when I started teaching it first and looking at the writing booklet we have, I thought if I give them structures they will just learn like that. But then I figured even though you write the same structures on the board like a hundred times without implementing it of course, they don't learn so I asked them to practice more in class after that. So I started to make the writing classes more interactive so now I use a mobile application more." (CE_SSI)

Another form of feedback for teachers to see the effect of their own feedback is the progress in the writing products of the students. One teacher told.

“Actually, the next paper is the sign (of the efficiency of the feedback). We show them what to do and you understand whether the student has understood or not. Or you know that the child wouldn’t make this mistake the next time or will make.” (DK_SSI)

The demands of institutions where teachers work might be seen as a tool for systematicity for giving feedback or a constraint on the part of teachers. For example, most teachers indicated the importance of process writing that is the inspection of student writing by means of intervals. However, they also said this might not be possible due to several reasons the major one being the institutional rules and regulations. Two teachers already told about it.

“I can’t make students write 2nd draft as I don’t have that much time. At prep schools, when 2nd draft was implemented, we could easily see the improvement. Honestly, there is not much time left for it. Then other jobs can’t be done.” (DI_SSI)

“It is not one shot. In fact I wish time, conditions, opportunities would be appropriate so that feedback would continue in a process like first draft, second draft, third draft.” (DK_SSI)

It is also noteworthy that teachers are mostly required to cling to the predetermined checklists or rubrics by their institutions. Though they are used to sustain practicality and equality for all, some side effects can also come out. This is well portrayed by a teacher quoted twice below.

“It remains very mechanic actually. When we give feedback according to the framework, we cannot see from a holistic point of view much. We have to approach from an analytic point of view. Then when I sweat the small stuff, I think I miss the general point.” (AS_SSI)

“I think the skills that I’m teaching now have become like very mechanic now and there are some standard things and we have to follow this standard, let’s say standard pacing, and we are just doing that our institution tells us so maybe it’s just like a bit limiting my identity development.” (AS_SSI)

Nevertheless, teachers may fit in the environment owing to the well-established practices or expectations of the institution. The same teacher continued saying.

“At the beginning, (because of a misunderstanding), I didn’t have this framework so I just created my own codes/checklist. Also I explained it to the students like for ex when you see let’s say this letter or this sign it means this one when you see this one it means this one. But later I got aware that there was a framework, a standard checklist, and I started to use that checklist in order to not make any confusion.” (AS_SSI)

After so many interactions thanks to feedback, teachers feel some connection between themselves and their students. The sentimentality that has grown might be an ignition for the sustainability of feedback. Further, a respect for learners' rights and love for humans could be among factors why teachers give feedback continually and in detail. The following an-memos describes such a situation.

Figure 10

An-memos on Semi-structured Interviews with Two Participating Teachers

<i>Despite her hard attempts TB is not content with the motivation level of students. Still she says “I trust them”. In fact, the words she used while talking on her students imply some kind of emotional attachment. For example she says “you lose them” when they get bored in writing classes. Or when she writes a model paragraph on the board “they love it”. One more, “I love my job” or “they can create wonderful things”. (An-memo on TB_SSI)</i>	<i>“Another striking point with the interview with EM was how sensitive he was on the rights of his students. In order not to violate any right of education of the students, he was very careful when giving written feedback. This reminded me the interview with AG. She was also saying that her conscience makes her do more regarding feedback. It seems the more sensitivity to human rights and maybe love for humans, the more equally is provided feedback.” (An-memo on EM_SSI)</i>

All in all, all factors affecting how teachers behave in terms of feedback practices seem to be complementary. Though in some cases teachers sounded as if their opinions contradict, they seem to have negotiated as they were all flexible enough to accustom their feedback in line with the emerging needs of both themselves and learners.

All things considered, the feedback-giving behaviors of teachers vary and the reasons seem to have been dependent on many factors including former education, institutional demands, standardization of feedback, timing, learners' motivation, immediate needs, awareness, proficiency levels which might have all contributed to their feedback orientations or feedback-oriented writing teacher identities with variable magnitude.

Summary

First and foremost, according to the results of the quantitative study, the weight of direct feedback was less than indirect feedback. However, the analysis of the students' writing practices showed that direct feedback is used more than claimed and more than indirect feedback. Still, qualitative studies revealed that teachers' choice of direct or indirect feedback was mostly contingent upon learners' needs, expectations and particularly proficiency level. For example, some teachers indicated that in the initial phases of the students' learning period, they do not make detailed comments or give the corrected responses immediately. The reason behind is that teachers aimed to guide their students towards thinking, brainstorming, planning, drafting, writing and revising on their own. Yet, they did not mean to leave their students alone but support them if target progress level is not reached in due time.

By contrast, some other teachers pointed to the value of early intervention in the learning process of the students so that without losing time and energy, they can first realize their errors to correct them afterwards. Some teachers even emphasized their repeated feedback was ended as students do not react to them by improving their writings. Especially, when teachers applied a system of process writing, by means of multiple drafts with teacher feedback on, they thought it is not right to reiterate the same feedback if students don't check them and advance.

The different choice of teachers concerning the use of direct feedback initially or in the final draft seems to have stemmed from the idiosyncratic aspects of their own educational settings. For instance, if the institution dictates a certain format on when and how to give feedback, it may not be possible to transfer their own feedback behaviors to the class. Supposing giving indirect feedback may necessitate one more draft, the time that should be allocated for such repetitions might take some time. As told by many of the participating teachers timing is a big issue on the part of writing teachers since acceleration of writing skills might take much time. Thus, some teachers must have been preferring direct feedback because it is more economical vis-à-vis time and energy.

All in all, different factors are likely to play a role in deciding how to behave while giving written feedback. Learners' needs, motivation and proficiency levels, their possible needs in the future as well as the institutions' demands and rules were among the major reasons as to why teachers used all types of feedback with varying degrees. It has been also revealed that teachers are quite sensitive about their students' thoughts, feelings and reactions to their own feedback but they also have to mind the demands and rules of the institutions as their work places. In order to sustain a negotiation between the dynamic nature of writing instruction and feedback and fixed conditions such as a syllabus that might be disregarding individual differences, teachers seem to have put a lot of effort into their works.

It should be added that writing teachers' own expectations from their students, their previous feedback-giving or taking experiences as a student and as a(n) (inset) teacher ought to be all reconsidered among the rationales behind their selection of feedback types.

Finally, RQ 2 and its response follow.

Is there a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices? If so, how?

5.6.1. RQ 2 Response.

There is a significant difference between the perceptions of teachers and their corresponding performances in the three subtypes of feedback: holistic feedback, hedged feedback and feedforward (in Type 3). Further, teachers used all four types of feedback in different amounts. However, in contrast to there being no statistical difference, Direct Feedback ranked first on Feedback Papers though it ranked third in the EFL Writing Teachers' Written Feedback Orientations Scale.

The gap between what teachers reported on their feedback-giving behaviors and their actual implementation of feedback might have stemmed from their feeling the need to

customize their feedback depending on certain conditions such as the proficiency level, emerging and future needs, motivation and expectations of their students. Teachers' academic backgrounds and their own experiences regarding feedback together with the institutional demands and rules also actively played a role in their justifications of current feedback behaviors.

RESEARCH QUESTION 3

In order to answer RQ 3, namely, Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices? If so, how?, three sub-questions, were responded. They follow.

RQ 3a What are the expectations of EFL students concerning their writing teachers' written feedback?

RQ 3b Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

RQ 3c Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

Initially, the results and relevant discussions in response to the first sub-question follow.

5.7 Research Question 3a.

What are the expectations of EFL students concerning their writing teachers' written feedback?

As mentioned elsewhere, for the quantitative study, the responses of 539 EFL students to 26 items in the SS were analyzed. For the qualitative study, in-depth data from 61 EFL students were generated.

For triangulation purposes in relation to the findings of the SS, four qualitative data instruments were used: Critical Reflective Memos (N= 85), Semi-structured Interviews (N= 17), Graphic

Elicitations (N= 32) and Analytic Memos (An-memos) [N= 49 written on Semi-structured Interviews (n= 17) and Graphic Elicitations (n= 32)].

Data coming from the abovementioned qualitative sources were analyzed via content analysis and emerging themes and sub-themes were tabulated in Table 62 below. Each theme with supporting quotations from the participating students was discussed below. [Each quotation is labelled with the number assigned for each of the participants and the data instrument the quote was obtained from, e.g. (S18_CRM). Initials were also used where necessary, which were all anonymized.].



Table 62

The List of Themes Based on Student Data Coming from Four Qualitative Data Tools

THEME 1		
Perceptions on Feedback		
Subthemes		
Writing and Written Teacher Feedback	Timing of Feedback/Learners' Needs, Expectations and Motivation	Students' Critical Stance • Ownership • Resistance • Self-learning • "Bug" of Written Feedback
THEME 2		
Perceptions on Identity in Theory		
Subthemes		
Identity/Writer Identity Contributing Factors of Writer identity	Feedback-supported Writer Identity	
THEME 3		
Perceptions on Identity in Practice		
Subthemes		
Types of Feedback	Foci of Feedback	Affective Role of Feedback
THEME 4		
Other Factors Subthemes		
Former Experiences as a Student	Individual Differences	

It should be noted that the topics under discussion were dealt with by the students in an in-depth and critical manner. The findings mostly related to the types and focus of feedback were based on the results of the SS. However, qualitative data revealed additional information about many

issues such as students' perceptions, expectations and preferences regarding timing of feedback and other factors that might constitute their feedback-supported identities. Specifically, participating students' orientations towards feedback practices will also be broadly discussed through the original quotes by the participating students related to each theme and subtheme in the list represented above in Table 62.

Quantitative and qualitative studies converged remarkably on their results as what students reported in the scale was reiterated in the data coming from qualitative instruments. However, participating students contributed to the understanding of their choices regarding scale items in a far better way. Themes and subthemes together with original quotations or excerpts were embedded in parallel with the categorizations of feedback in the SS.

Results and corresponding discussions follow.

5.7.1 Type 1 Direct Feedback.

For ease in interpretation, though the frequency tables include all information regarding five point Likert scale, their interpretations under each table were based first on the totality or sum of strongly agree and agree scales, and second on the totality or sum of strongly disagree and disagree scales.

In relation to the quantitative findings, specifically those related to Type 1 Direct Feedback are given below in Table 63 below.

Table 63

Frequency Distribution of the Responses to Items in the SS: Type 1 Direct Feedback

	Strongly agree (5)			Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
	<u>N</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Item 11	532	162	30.5	158	29.7	93	17.5	70	13.2	49	9.2
<i>I expect my writing teacher to directly correct the wrong use of punctuation rules.</i>											
Item 14	532	186	35	176	33.1	85	16	61	11.5	24	4.5
<i>I expect my writing teacher to directly correct the wrong use of metaphors and idioms in a sentence.</i>											
Item 13	530	159	30	158	29.8	109	20.6	75	14.2	29	5.5
<i>I expect my writing teacher to directly make ambiguous sentences clear.</i>											
Item 10	527	164	31.1	168	31.9	96	18.2	64	12.1	35	6.6
<i>I expect my writing teacher to directly correct the wrong use of spelling rules.</i>											
Item 8	532	265	49.8	151	28.4	49	9.2	46	8.6	21	3.9
<i>I expect my writing teacher to directly correct the wrong use of conjunctions.</i>											
Item 3	535	238	44.5	129	24.1	79	14.8	62	11.6	27	5
<i>I expect my writing teacher to directly correct the wrong use of words.</i>											
Item 6	538	213	39.6	162	30.1	68	12.6	65	12.1	30	5.6
<i>I expect my writing teacher to directly correct the wrong grammatical forms.</i>											
Item 16	529	151	28.5	186	35.2	109	20.6	62	11.7	21	4
<i>I expect my writing teacher to directly correct the errors regarding the logical development in my compositions/essays.</i>											

As indicated in Table 63 above, more than 50 per cent of the students (strongly) agreed on their expectation of their teachers' direct intervention in error correction process when errors were on the use of conjunctions (Item 8, SS, 78.2 %), grammatical forms (Item 6, SS, 69.7 %), words (Item 3, SS, 68.1 %), metaphors and idioms (Item 14, SS, 68.1 %), logical development (Item 16, SS, 63.7 %), spelling errors (Item 10, SS, 63 %), punctuation rules (Item 11, SS, 60.2 %) and ambiguous sentences (Item 13, SS, 59.8 %).

On the contrary, some students (strongly) disagreed on the use of direct feedback on punctuation rules (Item 11, SS, 22.4 %), meaning at sentence level (Item 13, SS; 19.7 %), spelling rules (Item 10, SS, 18.7 %), grammar (Item 6, SS, 17.7 %), vocabulary (Item 3, SS,

16.6 %), metaphors and idioms (Item 14, SS, 16 %), logical development (Item 16, SS, 15.7 %) and conjunctions (Item 8, SS, 12.5 %).

According to the qualitative findings, students had differing attitudes towards direct feedback. Specifically speaking, in terms of the use of direct feedback for which at least more than half of the students voted for in the scale, one of the participating students commented.

“... I have always been a kind of student who likes receiving direct feedback. I believe it is beneficial to a great extent.” (S18_CRM/1)

The reason why direct feedback is important on the part of students is explained through the following quotes.

“Our instructor wrote her suggestions on paper and I could easily see my mistakes and that was really good for me. She corrected everything patiently. ... That was one of the most important things for me when I read such kind of comments from my instructor.” (S4_CRM/1)

“I want my mistakes to be corrected directly. When s/he shows the correct one I can comprehend in a better way.” (S67_CRM)

Qualitative findings also pointed insights as to how and why students preferred direct feedback on specific aspects of writing. Two of them explained.

“My grammar mistakes are of priority. Then they should give direct feedback on the functioning (of the writing), that is parts such as introduction, development, body part.” (BYZ_SSI)

“I would prefer receiving written feedback on paper focusing on each aspect regarding grammar, word choice, language use, punctuation, paragraph structure. It might be because of my own learning style since I believe I am getting better at writing when I am guided. Similarly, I can see my improvement better in that way.” (S35_CRM/2)

As well, many students preferred direct feedback not only on the structural aspect of language including grammar but also on the language use at paragraph level specifically logical development. One of those students was quoted below.

“Our teachers showing us how much our writing is correct or not is a plus for us. I prefer them giving suggestions, and they do, on grammar, punctuation, spelling mistakes. And they repeat.” (BKT_SSI)

Students also talked about their needs for “accurate samples” as feedback for immediate needs and some further details for future tasks. Two of them said.

“I would prefer being shown with accurate samples after specifying my mistakes. I prefer types of feedback which help me understand the subject better and grasp it.” (S75_CRM)

“I would like to get (direct) feedback on the explanation of my grammar mistakes, expression of what is correct, necessary tactics and fine details for better forthcoming paragraphs.” (S58_CRM)

Direct feedback is found useful by many students if it is “explanatory” enough.

S31. CRM-AG-W11 I think she (the writing teacher) had better correct my errors directly because I want my instructor to (be) explanatory because I don't want to make the same mistakes also she/he should comment on where I made good or bad.

Many students may favor written teacher feedback yet it does not mean they accept it by all means. An important point of discussion is that participating students are highly selective in feedback types or the way feedback is conveyed. For instance, in terms of direct feedback, one student spoke in a positive tone albeit not negotiating on his/her “unique style”.

S35. CRM-AG-W11 I would prefer direct feedback however in some cases finding my own way can be better since every writer has a unique style and thinking way.

Qualitative findings also shed light on when students preferred getting feedback. For instance, one student underlined the importance of indirect questions as feedback at the first place. Direct feedback, to him/her, should come next if the initial guidance does not help.

“If the teacher guides me through questions to make meaning clearer, of course I can comprehend my mistakes easily. But if I do not understand still, of course she can correct my errors directly.” (S38_CRM/2)

On the other hand, another student associated the amount of feedback with the proficiency of students. She said.

“The feedback could be more detailed setting our proficiency level as the benchmark. (S74_CRM)

The following quote implies that feedback provided was put into practice by students' making necessary changes. Apparently, such revision focused on both micro and macro skills of writing.

"I always revise my writing according to the comments of my instructor and firstly I always revise my grammatical mistakes. Then, I focus on the idea and organization part." (S32_CRM/2)

The vagueness of underlined expressions or the message they were lacking could be compensated by direct feedback according to some students.

"I prefer teachers' writing (explicitly on the paper) because when I receive the paper, (I ask myself) 'Why was it underlined?' Maybe I am going to misinterpret it. Therefore, her writing openly and explaining again why it is wrong are the best for me." (BKT_SSI)

In sum, qualitative findings showed that many students believed in the benefit of receiving direct feedback for improving their writing on various aspects provided feedback is given at the time they believed appropriate. Students were also cautious about the timing and the effect of feedback on the development of their writing skills.

5.7.2 Type 2 Indirect Feedback.

In relation to the quantitative findings, specifically those related to Type 2 Indirect Feedback are given below in Table 64.

Table 64*Frequency Distribution of the Responses to Items in the SS: Type 2 Indirect Feedback*

	Strongly agree (5)			Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
	<u>N</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Item 1 <i>I expect my writing teacher to draw my attention to the inappropriate performance of the writing task through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>	534	316	59.2	146	27.3	52	9.7	13	2.4	7	1.3
Item 2 <i>I expect my writing teacher to draw my attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>	535	321	60	152	28.4	46	8.6	12	2.2	4	0.7
Item 7 <i>I expect my writing teacher to draw my attention to the inappropriate use of conjunctions (and, so, but, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>	534	314	58.8	164	30.7	40	7.5	12	2.2	4	0.7
Item 5 <i>I expect my writing teacher to draw my attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>	531	266	50.1	180	33.9	65	12.2	16	3	4	0.8
Item 9 <i>I expect my writing teacher to draw my attention to the inappropriate use of spelling rules through correction symbols (✓, X, ?, Gr, Sp, etc.).</i>	533	249	46.7	186	34.9	70	13.1	18	3.4	10	1.9
Item 4 <i>I expect my writing teacher to make ambiguous words clear without directly correcting the wrong use.</i>	524	113	21.6	164	31.3	186	35.5	40	7.6	21	4

As indicated in Table 64 above, students seemed to prefer Type 2 Indirect Feedback by means of correction symbols more than they did Direct Feedback. For example, far more than 50 per cent of the students (strongly) agreed on the expectation that their teachers should give indirect feedback via correction codes if errors were on the inappropriate use of conjunctions (Item 7, SS, 89.5 %), vocabulary (Item 2, SS, 88.4 %), the appropriate performance of the writing task (Item 1, SS, 86.5 %), grammar (Item 5, SS, 84 %) and spelling rules (Item 9, SS, 81.6 %). Yet, a little more than half of the students strongly agreed and agreed on the use of indirect feedback for clarifying ambiguous words (Item 4, SS, 52.9 %).

On the contrary, a few students (strongly) disagreed on the use of indirect feedback when it was related to lexical ambiguity (Item 4, SS, 11.6 %), spelling rules (Item 9, SS, 5.3 %), grammar

(Item 5, SS, 3.8 %), the task (Item 1, SS, 3.7 %), conjunctions (Item 7, SS, 2.9%) and vocabulary (Item 2, SS, 2.9 %).

Qualitative data findings provided information about the perceptions of students regarding effectiveness, timing and focus of indirect feedback. For instance, one student referred to the benefit of feedback given in an indirect manner.

“When the teacher told about my mistakes, it was beneficial for me. Instead of explaining them directly, she tells my mistakes indirectly and how I can correct them. This has an effect in my improving (writing) skills.” (S26_CRM/2)

Qualitative data also indicated that students might have some preferences regarding feedback type in line with their needs and expectations. Two students told.

“This depends on the situation. If I made a grammatical or spelling mistake, I would like to see it directly. But if there is a semantic error, an indirect correction would make it clearer.” (S33_CRM/2)

“I prefer developing myself so (the teacher’s) circling a part and giving a key word are enough for me. I’d rather do that by thinking upon it.” (7NVN_SSI)

A little more than half of the participating students emphasized the value of indirect feedback on ambiguous words via codes which could indicate students’ taking the responsibility of learning by exploring. To quote one student.

“I would like to receive feedback that is given in codes. I do not focus on my errors if they are corrected directly. I want to search and discover.” (S28_CRM/2)

In a similar vein, for some only codes may even suffice. One student explained.

“One of our teachers has symbols. For example you have a grammar mistake, he writes ‘G’ or punctuation mistake, ‘P’. This way you understand anyway. Feedback does not hold much place and when capital letters are used, it is easier. The feedback shouldn’t be explicit. For example, that I made a grammar mistake is apparent. I can try to find it. If I can’t or teachers are already volunteer to help.” (DRN_SSI)

As stated earlier, quantitative findings regarding indirect feedback were supported by the qualitative ones. For instance, in terms of indirect feedback on how a writing task should be realized, one student talked about his/her preferences.

“Suppose teachers wanted me to write on the topic, disadvantages-advantages of living in a village. I want to get (only general) information on whether I deviate from the subject and whether I have the full command of the topic.” (SLN_SSI)

Another student gives detailed information about why indirect feedback is more favorable.

“The teacher only makes a general offer. Her / his correcting the mistakes totally is not right, of course. I like our teacher’s method good. If the problem is citation, paraphrase or vocabulary then she writes ‘There is a problem with the citation or vocabulary.’ in the margins. I try to find the correct one by myself. If the teacher gave it directly, then there would be no contribution of mine, any chance to improve myself. I don’t think it would be effective. Our searching for it (correct option) is more accurate.” (CGD_SSI)

Much information concerning when students needed a specific type of feedback was also provided. One student said.

“It is better for me when the teacher directly indicates errors initially because at that time I do not know which topic I make mistake on. However, after that process during which I improved myself, only symbols may guide me towards improving my writing skills much. Yet, at first symbols might (cause) uncertainty.” (SLMC_SSI)

Underlining problematic parts can also be seen as a way to give feedback indirectly. However, it was not found adequate enough to lead learners to better writing. Seven of the students with whom the issue of underlining as feedback was discussed told that underlined errors should be supported with some clarifications. To quote one student.

“My mistakes are underlined but I can’t get a correct, positive feedback. I expect to be supported more.” (S75_CRM)

Two analytic memos on the semi-structured interviews by two of the students who were in agreement with the above statement follow.

Figure 11

An-memos on Semi-structured Interviews with Participating Students

<i>“TKB was not sure whether her teachers’ providing alternatives is good for her or not. Still when compared to underlined-only feedback she prefers some explanations as she might not make meaning out of those signs.” (An-memo on 16_SSI)</i>	<i>“Even though RSB prefers explanations on writing errors, she says she has to think over as to why some parts are underlined. This I suppose triggers her metacognitive skills. Thinking upon her teacher’s thinking.” (An-memo on S11_SSI)</i>

The following quotes also embed some reasons why students needed some further support even when errors are underlined.

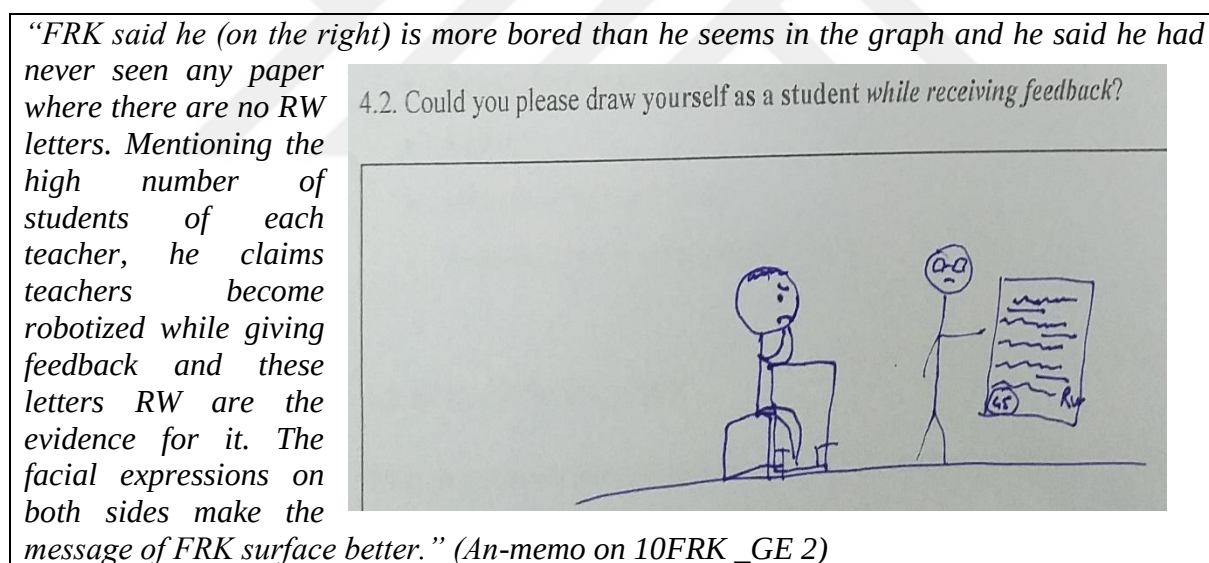
“There are times when the teacher only underlines (the mistakes). When I am at home, I ask myself ‘Why was this underlined?’ When there are explanations, my mind is clearly set.” (BSR_SSI)

“Suggestions by our teachers are more effective for me. When crossing out (errors on paper) we demoralize saying that ‘We have written a lot but all have been thrown out.’ When there are mistakes, the teacher certainly underlines them but additional comments are nice. This really affects the writing skills.” (FRM_SSI)

It is highly important to indicate that it was not uncommon that some students were weary of the symbols or codes like “RW” (Rewrite). In the following graphic elicitation (Figure 12), this code and the mood it activates on the part of the student can be seen easily.

Figure 12

An An-memo on a Graphic Elicitation by a Participating Student



Another student supported his/her peer quoted above.

“Last year when we were taking feedback on Word, some part used to be selected and ‘RW’ used to be written in the margins. Rewrite OK but according to what? I had that kind of confusion. This is why, I much more prefer one on one feedback given by our teacher (supported) with small words (notes) on what to focus on.” (7NVN_SSI)

On the contrary, some students think the other way round. From their utterances, it can be inferred that correction symbols are potentially to bridge between correction and tolerance of errors.

“It is better for me to get feedback in (correction) codes because I learn from my mistakes by exploring them on my own.” (S10_CRM)

“I would like to receive feedback that is given in codes. I do not focus on my errors if they are corrected directly, because of this reason, I want to search and discover. Clues are much better for me!” (S28_CRM)

As well, some students compared direct and indirect feedback through correction symbols/codes. One of them expressed his/her thoughts focusing on their long-term effect.

“I think it (the effect of feedback) is permanent. When there is a direct correction, feedback, there can be some incidences when I fix and go. I mean I only focus on that part and believing that it is the correct form, I revise that part directly. This is not that permanent. However, if there is coding that is abbreviated expressions, it is more permanent, at least for me.” (9CE_SSI)

Some other students preferred an indirect manner so that they can have a chance to think and take action regarding their errors. One students referred to its cognitive benefits, therefore.

If our teacher corrected our mistakes directly, that would not help us improve our writing skills. She is guiding us to make our essays more understandable, not correcting directly but making us become aware of our mistakes. (S34_CRM)

5.7.3 Type 3 Motivating Feedback and Feedforward with Hybrid Evaluation.

In relation to the quantitative findings, specifically those related to Type 3 Motivating Feedback and Feedforward with Hybrid Evaluation are given in Table 65 below.

Table 65

Frequency Distribution of the Responses to Items in the SS: Type 3 Motivating Feedback and Feedforward with Hybrid Evaluation

	Strongly agree (5)			Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
	N	f	%	f	%	f	%	f	%	f	%
Item 19 <i>I expect my writing teacher to guide me through note/questions to reflect upon the overall meaning.</i>	528	210	39.8	190	36	89	16.9	29	5.5	10	1.9
Item 20 <i>I expect my writing teacher to guide me through notes/questions for students to improve the overall meaning.</i>	531	285	53.7	182	34.3	51	9.6	11	2.1	2	0.4
Item 21 <i>I expect my writing teacher to give me more than one chance for improving my compositions/essays.</i>	531	280	52.7	179	33.7	59	11.1	5	1.5	5	0.9
Item 22 <i>I expect my writing teacher to evaluate the overall quality of my writing to emphasize my strengths.</i>	532	259	48.7	174	32.7	77	14.5	18	3.4	4	0.8
Item 23 <i>I expect my writing teacher to evaluate aspects of writing quality (content, organization, grammar, vocabulary, etc.) separately to directly correct each.</i>	532	189	35.5	172	32.3	145	27.3	22	4.1	4	0.8
Item 24 <i>I expect my writing teacher to give me positive feedback through praise or encouraging comments such as “Good student” or “Great effort”, etc.</i>	536	196	36.6	145	27.1	108	20.1	51	9.5	36	6.7
Item 18 <i>I use an indirect language by using correction symbols, images, or emojis to motivate them.</i>	534	175	32.8	145	27.2	118	22.1	48	9	48	9
Item 17 <i>I expect my writing teacher to evaluate each sentence in relation to other sentences in my compositions/essays.</i>	533	183	34.3	195	36.6	111	20.8	33	6.2	11	2.1
Item 25 <i>I expect my writing teacher to give me negative feedback through comments such as “I could not understand the final part.” or “Be careful with the topic sentence.”, etc.</i>	533	235	44.1	192	36	64	12	17	3.2	25	4.7
Item 26 <i>I expect my writing teacher to use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften negative feedback.</i>	535	224	41.9	152	28.4	81	15.1	38	7.1	40	7.5

As indicated in Table 65 above, far more than 50 per cent of the students (strongly) agreed on their preference of the types of feedback subsumed under Type 3 Motivating Feedback and Feedforward with Hybrid Evaluation. Those types included being provided notes/questions to improve overall meaning (Item 20, SS, 88 %), being given more than one chance for

improvement in writing (Item 21, SS, 86.4 %), being given negative feedback (Item 25, SS, 80.1 %), being provided notes/questions to reflect upon the overall meaning of the essay (Item 19, SS, 75.8 %), evaluation of sentences in relation to other sentences thus an emphasis on coherence (Item 17, SS, 70.9 %) and the use of expressions to soften negative feedback (Item 26, SS, 70.3 %). Additionally, though less, still more than half of the students were in favor of being given analytic feedback, with separate foci on different aspects of language, (Item 23, SS, 67.8 %), positive feedback (Item 24, SS, 63.7 %) and the use of an indirect language through correction symbols, images or emojis for motivation (Item 18, SS, 60 %).

On the contrary, a few students (strongly) disagreed upon the need for using an indirect language to motivate students (Item 18, SS, 18 %), positive feedback (Item 24, SS, 16.2 %), hedged feedback (Item 26, SS, 14.6 %), coherence (Item 17, SS, 8.3 %), negative feedback (Item 25, SS, 7.9 %), providing notes/questions to promote reflection on meaning (Item 19, SS, 7.4 %), analytic evaluation (Item 23, SS, 4.9 %), holistic evaluation (Item 22, SS, 4.2 %), providing notes/questions to improve meaning (Item 20, SS, 2.5 %) and giving more than one chance to improve writing (Item 21, SS, 2.4 %).

Qualitative data findings also indicated that participating students considered writing skills, feedback and their writing teachers as feedback providers from multiplex perspectives.

Feedback is concisely defined in the following quotes by the participating students referring particularly to its function in practice.

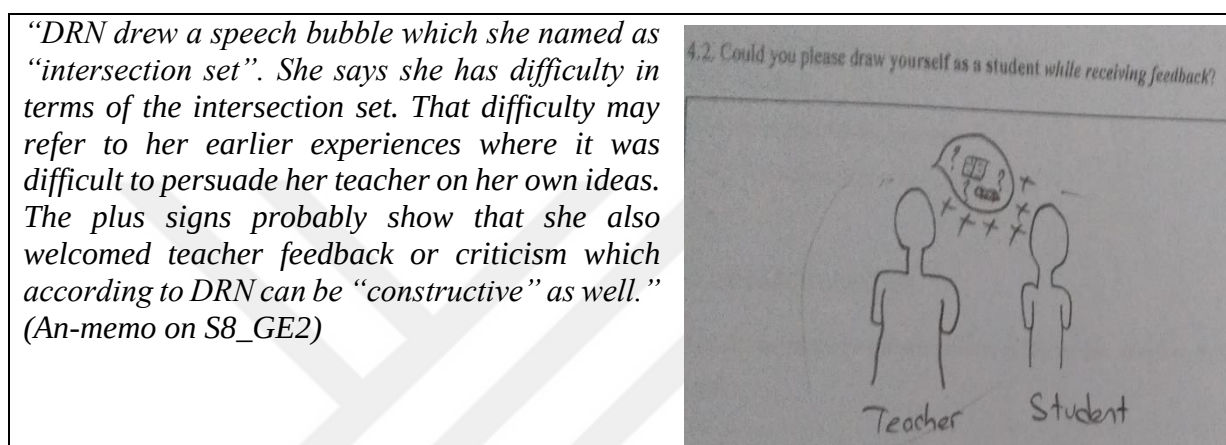
“Most of the time, there might be many things gone unnoticed. Considering that writing is a recursive process, feedback is the crucial element in it. Thus, feedback means a constant guide that shows me whether I had to go back or go further in this way.” (S18_CRM_AGW7)

“Feedback is the return or reaction of our products (writing or assignments etc.). It is really essential to re-organize and realize our mistakes or errors.” (S8_CRM_AGW7)

Some participating students considered the role of their teachers in developing writing skills as “an external eye” (*An-memo on 8DRN_SSI*) and further described feedback as “an intersection set” like a mutual product of a student and a teacher. An analytic memo written on a graphic elicitation of a participating student (Figure 13) addresses its implications. It follows.

Figure 13

An An-memo on a Graphic Elicitation by a Participating Student



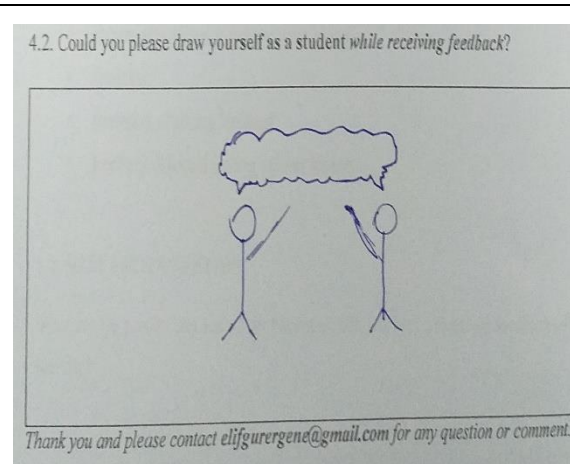
One of the participating students used the term “mirror” as a metaphor to reflect upon what writing in L2 means to him/her.

“I see myself as looking in the mirror. The vision from the mirror is reverse. It does not reflect what exactly we see with our eyes. I see myself as being able to reflect from a different perspective while I’m writing something. I believe I can write what is inside me from different perspectives.” (9CE_SSI)

Another metaphor used by another student was “a common denominator” referring to feedback as a mutual product by a teacher and a student. The graphic elicitation with an analytic memo expressing this view is given below.

Figure 14 An An-memo on a Graphic Elicitation by a Participating Student

"Well I really liked this simple but meaningful drawing. The one on the right is EC and the other is her teacher. Actually there isn't any detail with the stick figures but it might be representing the basics of feedback practice. Arms raised towards each other and in the direction of the bubble/feedback, they seem to co-construct a feedback-supported product collaboratively. Another implication may be that feedback can still be comprehensible without any redundant expression. As feedback is their common denominator, she said she drew one speech bubble. Less is more!" (An-memo on S9_GE2)



The explanations in Figure 14 above on a participating student's graphic elicitation seem to be positive regarding feedback. The reason may be that feedback is not seen as a transfer of information from only one direction, teachers. Rather both sides are involved.

Yet, some other students were cautious while expressing the role and effectiveness of feedback on their achievement. For example, one student said.

"I do not think there is a correlation between the amount of feedback and grades much, but maybe it (feedback) makes it (learning) more memorable." (S23_CRM/2)

Some students have the idea that there is a relationship between feedback and achievement in exams. It is obvious that many students like not only the interaction feedback practices lead to but also its end result: an increase in grades. Two students expressed their approach.

S32. CRM-AG-W11I think that the more written feedback is provided, the more I improve my writing skill and thanks to this situation, the higher grades I get.

S22. CRM-AG-W11 Unless I improve myself in writing, I can't get higher grades. Therefore, I always try to revise my papers after feedback.

Further, some other students think in the opposite direction stating the reason why feedback does not guarantee higher marks. One of them told.

S31. CRM-AG-W11 I think more written feedback does not play (a) role about our grades because an instructor can write dozens of thing(s) but these things must be learned by student(s) efficiently.

The following statements display the relationship between the timing of feedback and its possible effect on achievement.

S15. CRM-AG-W7 I think timing is another essential issue. A late feedback is nothing, sorry for being that certain. We as students also wish a better system that focuses on actual knowledge, but our system focuses on grade, but feedbacks after grading is not anymore important for me.

A cautious stance is also common among students according to whom such relationship is possible.

S33. CRM-AG-W11 To a certain extent, yes, written feedback has a positive impact on my grades.

On the other hand, many a student reported in the SS that they expected to be guided towards reflection and improvement by means of teachers' notes or questions for feedback. Findings of the qualitative studies concur with these responses. One student said.

"Feedback is like you're cooking something. Then everyone tastes it, and (they say) their ideas on its taste. But without any good or bad reflections you cannot decide whether the dish was good or not. You would continue to do it in the same way." (S43_CRM)

In congruence with the above quote is another student's statement concerning the effectiveness of motivating feedback and how it leads him/her to action.

" ... I always try to revise my papers after feedback. For example, if I am given a feedback like 'You should be more formal.' I think about how I can be more formal, what I should do for it, and seek for answers of these questions." (S22_CRM/2)

Besides, teachers' attempts to improve their students' writing skills were recognized by many students in their Critical Reflective Memos. Quoted below, one student directly addressed her/his teacher's comments.

"You also gave feedback both effectively and quickly. It was good for us to see where we are doing wrong or where we should improve ourselves. We saw both our mistakes and deficiencies as well." (S13_CRM/1)

More than half of the participating students laid great stress on guidance via informative notes, explanations or questions in cases when learners needed them. Accordingly, one student said.

"We do not know as much as our instructors know, so sometimes we could not understand exactly what they want. An example sentence or something as an example is much better for us and helpful." (S15_CRM/1)

Another student said.

"When I have a mistake, my teachers generally show the reason behind it and it helps me understand the topic better." (S24_CRM/2)

Teachers' asking some questions to lead to the correct structure or meaning was also appreciated by several students, a case brought up in the following statement.

"I would like to get feedback guiding me towards the correct answer by being asked various questions. It would be a more memorable method." (S78_CRM)

In line with quantitative findings, qualitative data findings also showed that most of the students favored one more opportunity to revise and improve their papers particularly for future tasks.

One student plainly told.

"Feedback has a significant role in the process of learning. It shapes you for the next stages and has an important role to improve yourself." (S13_CRM/1)

In contrast to the use of letters or lines only, extended comments or explanations on errors are also used by writing teachers and some students. Two of the latter said.

"The teacher takes notes on her copy (of the paper) when she gives feedback on. There are times when she only underlines (the mistakes). When I am at home, I ask myself 'Why did I underline it?' as I didn't write the explanations. When there are explanations, my mind is clearly set." (11BSR_SSI)

"When crossing out we demoralize saying that 'we have written a lot but all have been thrown out.' Additional comments are nice. This really affects the writing skills." (12FRM_SSI)

Qualitative findings also provided information about the role of feedback providers. It was revealed that there might be a correspondence between how a learner perceives his/her writing teacher and the type of feedback s/he provides. For example, there are students who claim their teachers as feedback providers at a "higher position" and thus want direct feedback as they know more and well. Therefore, learners see their teachers' feedback as a component of their own writer identity. Two of them explained.

“A well-equipped person should give feedback. We don’t care someone saying ‘Ugh, I didn’t like it.’ but we are influenced by a person who forms nice sentences to explain the reason of dislike or like.” (12FRM_SSI)

“There is feedback (as a factor) in writer identity because the person giving feedback also has a writer identity and as s/he is at a higher position compared to a student, feedback has a contribution to our writer identity.” (1BYZ_SSI)

According to the qualitative findings, the role or attitude of the feedback provider by learners is a significant argument that students have reflected their thoughts and feelings upon. To illustrate, the following quote implies how much the student was positively affected from the feedback s/he received despite earlier experiences.

“I can say that it was my first feedback that I got that much attention. I appreciate you for that. It does make myself feel a bit special I guess, because it makes homeworks worth to do.” (S5_CRM)

As the findings of the quantitative analyses indicated, more than half of the participating students expressed their positive attitude towards their teachers’ approving or encouraging comments or softened expressions during feedback practices. Qualitative studies also supported this. Such an affective feature of feedback is identified below by one participating student.

“Feedback should give courage to the one who gets it to fix his or her work. There will be some mistakes of course but I think they should be said in a soft way.” (S14_CRM/1)

The relationship between indirect feedback and motivation is clearly set below.

“Feedback is not just about mistakes; it is also about the things that we do well, so it can give motivation and motivation is a contributor for doing most of the things with pleasure.” (S3_CRM)

Given feedback has also an affective aspect, its effect on the feedback receiver could be in either positive or negative direction. An example for the latter one is described below (Figure 15) via an analytic memo written on a semi-structured interview.

Figure 15*An An-memo on a Semi-structured Interview with a Participating Student*

“ZYB emphasized the importance of the style of the teacher giving feedback and she told about one of her experiences. The teacher was harsh when giving feedback therefore she became demotivated. Later on they resolved the problem but still she remembers it.” (An-memo on S1_SSI)

The attitude of the teacher while giving indirect feedback or the wording of the commentary should also be paid attention as they can be interpreted in different ways by the students. Two analytic memos on how a learner feels when he/she is forced to get feedback and change his/her writing accordingly are indicated in the analytic memos below.

Figure 16*An-memos on Semi-structured Interviews with Two Participating Students*

<i>“MCLS was somehow selective on the degree and content of teacher feedback. S/he was willing to accept feedback on structure like grammar or punctuation rules but never on the topic or idea. Still, s/he accepts if there is imposition from the teacher because /she is going to mark his writing anyway. Actually s/he mentioned the “respectful” manner of his writing teacher, AG, and said that they compromise in the end.” (An-memo on S4_SSI)</i>	<i>“NSA sincerely shared the conflict she sometimes has with her teacher. Even when she tries to better her work, her teacher can be more demanding. I felt some critical approach by her to teacher feedback because she said she believes the teacher’s feedback is right after the discussions. Yet they agree upon a common ground afterwards.” (An-memo on S2_SSI)</i>

Though reasons vary, in the end a negotiation seems to be somewhat reached in either instance described above.

Moreover, students seem to enjoy developing a close correspondence with their teachers that might have emerged upon feedback sessions. Even more, a sense of empathy seems to have strengthened their relationship. Each of the following quotes gives a hint as to how.

S8. CRM-AG-W7 Everything was generally comprehensible what you said or mentioned. However, I supposed that it was a little tiring for you. Because you were looking tired. It was quiet motivating to perform better for us like our subject “Motivation” ☺)) Thanks for your comments and helps.

S56. CRM-SM About the teaching style, I personally always enjoy being one of your classes even it is a writing-based class.

S55. CRM-SM Thank you for making us more curious and ambitious about writing.

Besides, following quotes explain the relationship between teacher feedback and students' developing self-confidence.

S40. CRM-SM This semester, I definitely can see how I became more confident and better while writing academic papers. Although they might not be perfect and at least I don't have that fear of writing anymore. There are two main things which I think helped me are the way of giving feedback and the method of evaluation of our writing course.

S44. CRM-SM I think the feedback shouldn't make me nervous or shouldn't hurt my self-confidence. I don't mean your (the teacher's) feedbacks are rude. It just my perfect feedback explanation.

Even a conflict between a teacher and a student because of feedback given may result in improvement on the part of both parties. The quote as an evidence follows.

"Teachers also might be mistaken I was sure about my studies and so the teacher said 'this is wrong' and when I explained it to her she said 'ah so sorry I missed it'. Maybe I am not clear enough so and we solved the problem by communicating. Teachers are also human beings. We are learners (and) also human beings so that's a mutual point I guess (laughing). It's a kind of counter-reaction." (13IDA_SSI)

The language of written indirect feedback or the words selected, which indicate the teacher's tone, are also important because in a written mode words might mean differently to the students.

Two students told.

S4. CRM-AG-W7 Our instructor wrote her suggestions on paper. She did not have any harsh comments and she corrected everything patiently. That was one of the most important things for me when I read such kind of comments from my instructor, I can lose my motivation easily.

S26. CRM-AG-W11 Being kind is very important for me or else warnings can be offensive. Also using a supportive language is as important as kindness. I am afraid of being silly in front of my lecturer. I am always nervous at feedback sessions so the language is so essential for me.

In order to reach a compromise, therefore, another student offered.

S8. CRM-AG-W7 I think feedback can be not only negative sentences but also positive.

A comparison of the effect of positive and a continual negative feedback on one student is briefly described below.

“One may dispraise my work once, twice, but in the third time I quit writing saying I’m not able to. But if (I’m said) you can do better works, then a feeling of zeal just comes in.” (4SLMC_SSI)

As for one of the most frequently used feedback types, positive and negative, students referred to their end results on their psychology more than on their improvement in writing. Two of them told.

S3. CRM-AG-W7 Also, you mentioned about parts that you liked, and this was happiness for us.

S18. CRM-AG-W7 We had focused on only negative aspects of our writing that was a bit discouraging but again that showed us what to improve.

As indicated in the below quote, students preferred a soft tone in teachers’ feedback when if it indicates an error in his/her writing.

“I would like to be given feedback in a positive way. Instead of ‘You did false.’ or ‘It is completely bad.’, ‘It would be better if you do bla bla ... way’ is more preferable.” (S20_CRM/2)

Similarly, according to the findings of the quantitative analyses, quite a lot of students stated their preference for negative feedback. Characteristically, negative feedback necessitates the use of such comments as “I could not understand the final part.” or “Be careful with the topic sentence.” Writing such specific comments might lead students to better writing. Therefore, despite the term “negative”, such feedback might have been perceived as more direct and positive by the students at least because of its function. Qualitative data findings concurred with this. To quote one student.

“As for me, I’m demoralized (upon negative feedback) but it lasts for a short time. At last I set off again after telling (myself that) ‘My purpose for getting feedback is anyway writing and developing it’.” (FRM_SSI)

The language or tone of a writing teacher as the feedback provider can be said to be very important on the part of students as indicated as indicated in the above comments. Another interviewee said.

“... To me the attitude (and) personality of the teacher are very important. Some people say ‘You are university students. Are you still offended (by your teacher’s attitudes)?’ This is not true for me. Anything might affect me. The attitude is important. (DLR_SSI)

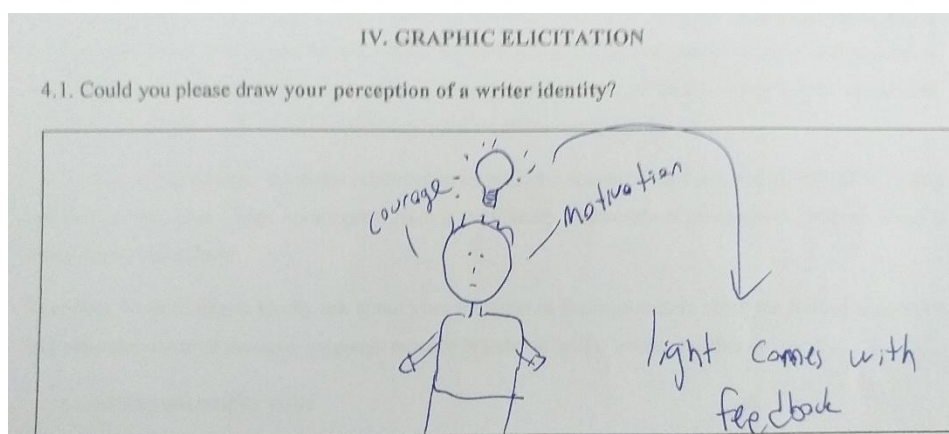
Motivating effects of a soft tone and attitude of the writing teacher as the feedback provider are illustrated below.

“Our teacher is a very respectful person, sensitive to views. Without breaking (one’s heart) she responds in a very nice manner. As this is so, it becomes easier to find a mid-way.” (SLMC_SSI)

A Graphic Elicitation by one of the interviewees below represents such possible outcomes of feedback together with the “light” as the product of it. (BYZ_GE/1)

Figure 17

A Graphic Elicitation by a Participating Student



It can be said that the picture above (Figure 17) symbolizes some assets of feedback-supported writer identity such as courage and motivation. Apparently, the motivational function of feedback was emphasized as well as the role of feedback on the production of ideas or the writing itself referred to by means of “light”.

Furthermore, another form of feedback is feedforward, guiding learners towards following tasks or further studies. Qualitative studies disclosed that feedback on forthcoming tasks is likely to be turned into practice. As an evidence for this, two comments follow.

S49. CRM-SM Feedback not only shapes our mistakes or thoughts but also makes an addition to everything we will write in the future.

S58. CE-CRM: Feedbacks I would like to get are the explanation of my grammar mistakes, expression of what is correct, necessary tactics and fine details for better forthcoming paragraphs.

Another student admitted that as the feedback was on the forthcoming tasks, he/she found it worth to pay close attention to:

"I love the fact that you give opinions for our further works and really looked at it and find the mistakes. I can say that it was my first feedback that I had that much attention on." (S5_CRM/1)

This said, feedback helps decide whether to focus on writing in a retrospective or with a forward-looking approach, as indicated in the following quotes.

"Feedback means a constant guide that shows me whether I had to go back and try something else, or go further in this way." (S18_CRM/1)

"After I come home, I revise my paper by comparing it with my ideas and my teacher's. Thus, I can realize my mistakes easily. More written feedback can be beneficial for us. We can use them for our future goals." (S37_CRM/2)

Students also think the role of feedforward is an important instrument for developing writing skills. They claimed that writing several drafts before reaching a best possible and getting feedback in line with their current views and needs can be the reason of their writing better.

"In our papers we have two drafts. For the first one we search and write something related with our topics then we take feedback on what can change in our essays or on what is wrong. Then in the second draft we correct them. After each feedback I notice that I learned a new thing which I am not aware of. Therefore I believe if I take more feedback, I will learn many other new things and it will bear advantages in my writing." (S29_CRM/2)

Qualitative data findings found that feedback mechanism could help students learn not only specific knowledge on the structural features of the language but also develop skills and strategies to write better. Some of those skills and strategies include.

- connecting

S74. CRM-IU “(My teacher) connects important points (while giving feedback). Of course I look at my mistakes. When I write upon reviewing (teacher feedback) I happen to have written a more comprehensible text.”

- noticing

S10. CRM-AG-W7 “Also, I like getting feedback because I notice my mistakes that I cannot realize in the writing process.”

S76. CRM-IU “(I would prefer) discussing (on the mistakes) instead of underlining them. This draws my attention.”

- promoting self-expression

S40. CRM-SM “The feedback sessions which we had, were based on open discussion. It gave us the opportunity to explain what we meant and the chance to get feedback in a positive way. Therefore I would like to get feedback in the way we had, where I can express myself and get help right on the spot.”

- reflective thinking

S43. CRM-SM “Feedback is like you’re cooking something then everyone tastes it, and their ideas on its taste, but without any good or bad reflections you cannot decide whether the dish was good or not, then you continue to do it in the same way.”

- monitoring via multiple drafts

S29. CRM-AG-W11 “In our papers we have two drafts. For the first one we search and write something related with our topics then we take feedback about what can change in our essays or what is wrong. Then in second draft we make it correct them. After each feedback I notice that I learned new thing which I am not aware of.”

S5. CRM-AG-W7 “... The feedbacks were superficial. So far there are very few feedbacks that was guiding. That is why I do not like feedbacks. I know it is not easy to be judged, but I am used to it. I also think that it should not be based on only judgements, it should have advices.”

As mentioned elsewhere, both quantitative and qualitative data findings revealed that many students favored analytic feedback, focusing on individual aspects of writing quality such as content, organization, grammar, vocabulary, etc. One student indicated the need for this type of feedback and the reason why.

“There could be a checklist by means of which my writing can be graded and I can learn by being aware of this. In it could there be spelling mistakes on word level or the frequency of using words, redundancy of words, different use of words, (and) punctuation. Feedback could be whether I have written well on the topic given, (as well). (SLN_SSI)

On the contrary, quantitative and qualitative data findings revealed that some students opted for a more general or holistic feedback and pointed to the negative sides of detailed or analytic feedback. To quote one of them.

“(I would prefer the teacher) showing me and telling me the mistake I made without going into detail. Making much explanation confuses my mind. ... The more there are details the more I live information confusion so I do not want that much feedback.” (S82_CRM)

The Timing of Feedback and Ownership of Writing

In terms of the timing of feedback, the participating students were asked via CRMs whether feedback should be given during the process or after it turned into a product. The majority of them (n= 13 / N= 18) said they preferred it during the process. Two of them explained.

“I prefer feedback on the process of writing because I have the opportunity to fix some errors that would affect the entire product in advance.” (S33_CRM/2)

“Taking feedback on the process is more efficient compared to the one that we get on the end product. Because, our mistakes are minor compared to the one we get in the end product. So, we can focus on (errors) more attentively this way.” (S34_CRM/2)

On the other hand, few students (N= 5) expressed their preference regarding feedback at the end of the writing process. One of them illustrated the advantages:

“At the end of the work (I prefer getting feedback) of course, because I get to chance to see overall mistakes I’ve made. I do not have to eliminate the processes and I do not have to change the way it goes.” (S23_CRM/2)

Another student interviewee expressed his/her ideas resolutely.

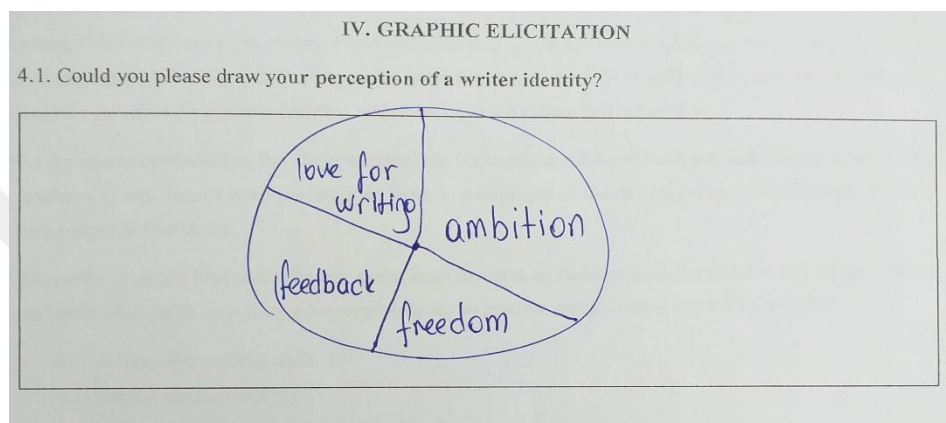
“It would be better if the teacher gives feedback upon the product (when it has come out) because in the process I develop a template in my mind. The teacher will be involved in the process and my mind will get confused again. I may come to a deadlock. The teacher gives feedback saying ‘This is good, this is bad.’ and I continue according to that feedback. All in all, I produce my product (and) it is I who writes it.” (NVN_SSI)

From the above quote, it can be understood that the time of feedback is seen as the determiner of who owns the paper. The teacher feedback provided can even be seen as an intervention not as an engagement in the improvement process. Therefore, the student emphasized the subject of the writing act: “... it is I who writes it.”

A Graphic Elicitation by the student quoted above (NVN_GE1) is the visual representation of her/his ideas related to the factors of writer identity (Figure 18). It is seen that though the weight of the separate factors in the overall circle, writer identity, does not differ much, those of freedom and ambition outweigh.

Figure 18

A Graphic Elicitation by a Participating Student



Another student supported the above view that feedback should be provided upon the completion of the product not during the process.

“It is better for me when they give feedback after the writing was completed. When they revise while I am doing the writing, this is not my view, but theirs. However, after I did it, their showing (me the mistakes) is better for me.” (BYZ_SSI)

All in all, it can be said that the Motivational Feedback and Feedforward with Hybrid Evaluation serves the different needs of students while providing some end-notes, explanations or questions rather than in-text corrections (direct feedback) or the use of correction symbols (indirect feedback). Hence, the aim thereof is manifold. The major ones are:

- *Motivation*
- *Feedforward*
- *Developing Strategies and Skills*

It is noteworthy that after teachers corrected their students' papers, they also wrote some positive or negative comments referring to the writer or the writing itself such as "a good work", "you are in progress", etc. There are also some comments that mediate between positive and negative feedback such as "a better work but focus on organization more". Nonetheless, the frequency of personal feedback is quite less than the one on the writings. This might be due to the fact that, as qualitative studies forwarded, teachers put much emphasis on their students' feelings with the fear that they might take it personal and get offended. And the findings showed that students liked their teachers' positive, negative, and hedged feedback with varying degrees. However, it is of note that more students (79.2 %) liked negative feedback than they did positive or hedged. This might be meaningful if other self-reports of students are also taken into account. That is to say, students sounded quite realistic in facing their errors through their teachers' feedback.

Last, students liked the practice of feedback by teachers' using words, phrases, statements, interrogatives or emojis to increase their motivation and to give more academic support for their immediate and gradual needs.

5.7.4 Type 4 Tolerance of Errors/Ambiguity.

In relation to the quantitative findings, specifically those related to Type 4 Tolerance of Errors/Ambiguity are given below in a descending order.

Table 66

Frequency Distribution of the Responses to Items in the SS: Type 4 Tolerance of Errors/Ambiguity

		Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
	<u>N</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Item 12	528	86	16.3	71	13.4	113	21.4	127	24.1	131	24.8
<i>I expect my writing teacher to tolerate ambiguous sentences if they are grammatically correct.</i>											
Item 15	530	85	16	91	17.2	105	19.8	131	24.7	118	22.3
<i>I expect my writing teacher to tolerate grammatical errors if the overall meaning of expressions is well-understood</i>											

As indicated in Table 66 above, less than 50 per cent of the students (strongly) agreed on their expectation of their writing teachers' overlooking errors on meaning (Item 12, SS, 29.7 %) and on grammar (Item 15, SS, 33.2 %). That is, only few students did not want any feedback either they are related to meaning or grammar.

On the other hand, nearly half of the students (strongly) disagreed on their expectation of their writing teachers' overlooking errors on meaning (Item 12, SS, 48.9 %). Similarly, half of the students (strongly) disagreed on their expectation of their writing teachers' overlooking errors on grammar (Item 15, SS, 47 %). That is, at least half of the students did not want their errors to be tolerated and thus they wanted to be given feedback.

Findings from the qualitative studies support those of the quantitative studies. That is, not many students were in favor of their errors to be tolerated whether on meaning or grammar. Further, few students expressed their negative approach to feedback, an implication of a yearning for avoidance of feedback. For example, two students told.

"In fact there is no need for feedback. It is enough to be informed about the subject and how we will continue with it." (S70_CRM)

“When one develops himself/herself, s/he does not need anyone. A student who cannot accomplish self-learning”, no matter which highest grade s/he graduates with, will not proceed.” (FRK_SSI)

Students’ preference for a lack of feedback on every error might stem from students’ being selective in the focus of feedback in line with their needs. As mentioned elsewhere, at the initial stages, a lot of students prefer feedback more on grammar and overall meaning. They might be resistant to feedback on ideas that develop the paragraph / essay, though, because such feedback might be an encroachment on their free will to write. The following quote seems to support these findings.

“Suppose I write something unsuccessful. On everything you write, (teachers) say ‘This is good, this is better’. Then you begin writing according to that. If you have got too much feedback and they are on meaning (content) then they don’t belong to us. However, feedback could affect the grammar mistakes and the like positively, I think.” (TKB_SSI)

Qualitative studies also showed that students disregarded the prompt of teacher feedback in learning and underlined the value of their own attempts. Two of the students explained the possible reasons.

S69. CRM-IU (I would prefer) finding the mistakes and correcting them myself because if the teacher corrects, then one cannot learn.

S70. CRM-IU I don’t review (feedback given) much afterwards because others’ thoughts and discourse confuse the course of events and order, my mind, and my creativity dies.

In sharp contrast with the last quote, the following quote suggests a long-term effect of feedback.

“I still apply what I learnt from one of my teachers two years go. Surprisingly, the knowledge s/he provided retained. It developed me not only on the use of academic words but also on organization. That teacher was my turning point. My current teacher extended that development.” (14DLR_SSI)

Yet, another student mentioned a condition for feedback to have a long-lasting effect.

“In my opinion, the effect of feedback is not long-lasting. That is, it shows our current errors and we do (correct) at that moment. And then we made the same mistakes, then tried to correct them in the same way. I do not think the feedback is prolonged. (For a prolonged effect) the teacher is supposed to give feedback continually.” (1BYZ_SSI)

Additionally, some of the students interviewed emphasized the value of learning by exploring and thus being the only person to take the responsibility of their own learning. This being said, they may have seen feedback as an external source hence something to react against. One of those students explained in detail.

“I agree that feedback is one of the biggest factors of teaching. ... As my own preference is self-feedback, self-improvement, I do not gain much benefit from feedback. This is my trouble, an individual self-criticism. Those (feedback) completely individual are not very helpful to me, at least those written.” (FRK_SSI)

However, some students do not find feedback necessary or effective in their improvement in writing at all. Some students told with their rationales behind their rejection. One of them suggested an alternative way.

S70. CRM-IU I don't think (written feedback has an effect on the development of my writing skills) so. My idea is that instead of these, a better improvement can be obtained at home alone with rights and wrongs by making confirmations with teachers.

Other students approached the issue with caution since the vast amount of written feedback can be associated with a confusion of mind. One of them said.

S82. CRM-IU (I would prefer the teacher) showing me and telling me the mistake I made without going into detail. Making much explanation confuses my mind. (The teacher) can go into detail much. The more there are details the more I live information confusion so I do not want that much feedback. If it is done correctly, I can understand the details.

The following student must have been in agreement with the student quoted above but still thankful to his/her teacher because of the concise feedback s/he got.

S10. CRM-AG-W7 I also liked your feedback because it was clear and it was just to the point.

Several students also restricted the effect of feedback only to grammar. One of them said.

S47. CRM-SM I think, it (written feedback) has a little impact. It only changes our grammatical mistakes or little mistakes.

Hence, it could be summarized that in some cases students tended to prefer a text with errors that belonged to them rather than a text with feedback that they claimed belonged to someone else, the feedback provider.

Sometimes students' even basic expectations such as consistency among different feedback practices may not be met. An analytic memo on a student' experience explained this.

Figure 19 An An-memo on a Semi-structured Interview with a Participating student

"CGD also mentions some kind of incongruence in feedback sessions and claims that the teacher can sometimes say wrong to what she has right earlier. As a solution, she takes the responsibility of doing a research on the discussed matters." (An-memo on 6CGD_SSI)

Figure 19 above can be seen as an implication that though they are often grateful for the feedback they received, learners could interpret their writing courses in general and feedback behaviors in particular from a comprehensive and critical point of view.

5.7.5 Chi-square test on students' responses within each type of feedback.

Chi-square Tests were run to investigate if there was any significant difference between the positive (the sum of strongly agree and agree scales) and negative (the sum of strongly disagree and disagree scales) responses in the SS within the same type of feedback (i.e., Direct or Indirect).

The results showed that there was not a significant difference between the positive (the sum of strongly agree and agree scales) and negative (the sum of strongly disagree and disagree scales) student responses to items in any type of feedback (p values greater than .05).

5.7.6 Chi-square Test on students' responses among different types of feedback.

Chi-squared Test results showed that there was not a significant difference among the different types of feedback in terms of positive responses or negative responses in the TS (p values greater than .05).

That there is no significant difference between the positive and negative responses within each type of feedback and among thereof might mean that students expected their teachers to use

any type of feedback not on a continuous or constant flow but with regard to their immediate needs. This is supported by the findings of the qualitative studies, as well.

Further, it is vital to state that students' expectations regarding their teachers' feedback behaviors particularly on type and focus of feedback seem to have shaped their stances regarding writing. As mentioned elsewhere, how they approach feedback-related issues might affect their identities as writers thus bringing about a more specified identity type: Feedback-supported Writer Identity. Although feedback is the core of this type of identity, there are additional factors that might gain it a further movement such as learners' preferences regarding the timing of feedback, their former experiences, individual differences and perceptions of power relations. These findings are discussed below.

Identity can be identified as all the aspects of one's ecology that help shape one's writing tendencies. Or echoing a participating student's discourse, it is *"to be able to express one's words in a written form by realizing his/her own potential, in a way unique to himself/herself."* (6CGD_SSI)

Writer Identity can also be defined in terms of S28. CRM-AG-W11's terms: *"Every person has an own style and background knowledge, I believe. When we reflect all of these with the new information (also feedback) to our writing, it is our writer identity."* Other definitions by participating students are:

S74. CRM-IU *Writer identity is the entity individuals have who take care of the connections among the sentences while writing a text or a paragraph, write in harmony, pay attention to rules in terms of punctuation and vocabulary meaning.*

S79. CRM-IU *Writer identity is someone having grasped the language and at the same time speaking after selecting words carefully.*

S44. CRM-SM *Even my current mood is shaping my writer identity. I think the term writer identity is not stable in contrast, it is dynamic and change continuously.*

One student associated making mistakes with an underdeveloped identity of one's own.

“If the writer makes mistakes on the whole writing, then this means that his/her writer identity hasn’t been formed yet.” (15BYZ_SSI)

The view embedded in the above quote might sound impractical as making errors is nearly indispensable during writing. However, teachers’ assumptions about writing as a production seem to rationalize learners’ view. One relevant quote follows.

“As a productive skill, writing involves too many dimensions of one’s language capacity ranging from their lexical competence to how ideas are reflected onto the paper in a right way and even to grasping readers’ attention by handling various strategies. How one can handle and organize the ideas in a proper way and transfer these with a perfect selection of words is a unique process.” (SE_CRM)

A graphic elicitation drawn to depict writer identity compares academic writing and imaginative writing (in literature). Such a comparison might be somehow out of the aim of the prompt in the graphic elicitation yet it harshly criticizes the role of the “brain” or cognitive skills while writing academically. The an-memo along with the GE can be seen in Figure 20 below.

Figure 20

An An-memo on a Graphic Elicitation by a Participating Student

“As can be seen in the figure on writer identity, the iron bars are “forced tasks” that prevent him from writing freely so the picture well presents that formal writing skills education destroys the brain. If FRK were 1st grader I could be less surprised but at the 4th year of education how come his thoughts do not arrive at balanced conclusions? I agree with him to some degree but yet this contrast seems to be too much to be defended.”

(An-memo on 10FRK_GE 1)

IV. GRAPHIC ELICITATION

4.1. Could you please draw your perception of a writer identity?

To go more into detail, indispensable to academic writing are some rules one of them being citing and using “we” language rather than “I”. One student related these to their rejection of a

writer identity. Another one underlined the factors that “restrict” writer identity. Their statements are incorporated in the analytic memos that comprise reflections on them (Figure 21).

Figure 21

Two An-memos on Semi-structured Interviews with Two Participating students

<i>“The most interesting response by MST to the question on the definition of writer identity was that he doesn’t think he has a writer identity. He said he doesn’t like academia much where to him the idea of an individual is not valuable. The convention that an idea should be supported is considered as repulsive by him. I also remember his similar reaction to the necessity of citing while I was observing their writing classes. Making citations is highly promoted in academia but it seems the extent of its use is either misunderstood by him or it is really a problem! He has a really critical eye, I guess.”</i> <i>(An-memo on 3MST_SSI)</i>	<i>“We say ‘they should develop their own thoughts, think critically but when it comes to academic writing, there is a determined structure, specification of the topic, definition of the term, giving examples, hook sentence at the beginning, etc. You should use academic words, you shouldn’t say ‘but’ but ‘however’, not ‘I’ but ‘One might say’. These are the rules set. That is you do not have freedom. I believe that all these restrict writer identity incredibly and sabotage creativity”</i> <i>(An-memo on 10FRK_SSI)</i>

On the other hand, some of the participating students believed they had a writer identity, looking to the issue from different perspectives. Two of them said.

S70. CRM-IU Everyone is a writer. Those who can reflect their thoughts onto the paper and give that feeling are writers in my perspective.

S74. CRM-IU As I use Turkish considerably well and have a command of the grammar, in English as well I don’t have difficulty understanding grammar subjects. So I think I have a writer identity.

In the second quote above the student seems to have connected writer identity with knowing the language and thus “grammar subjects”. It is probable grammar or form-focused knowledge is seen as the spine of the language.

In contrast, some other participating students claimed they did not have a writer identity due to some reasons. They explained.

S22. CRM-AG-W11 I know my strengths and weaknesses in terms of writing, but I do not think that I have a writing identity.

S67. CRM-IU I cannot think I have a writer identity because I am learning a new language. When I have learnt that language well my ideas might change.

Moreover, a cautious stance is held by a lot of participating students. Only three of them were quoted below.

S34. CRM-AG-W11 I would say, currently I do not have a writer identity, but the more I improve myself, the more it is likely to become.

S51. CRM-SM I believe feedback has a role in shaping one's writing identity for a certain extent. But I also believe that feedback is not the main factor that changes/shapes one's writing identity.

S45. CRM-SM There are some factors that shaped my writer identity. Such as things that I read until now. What I want to write about, my writing mistakes from past and tips that I learned at school.

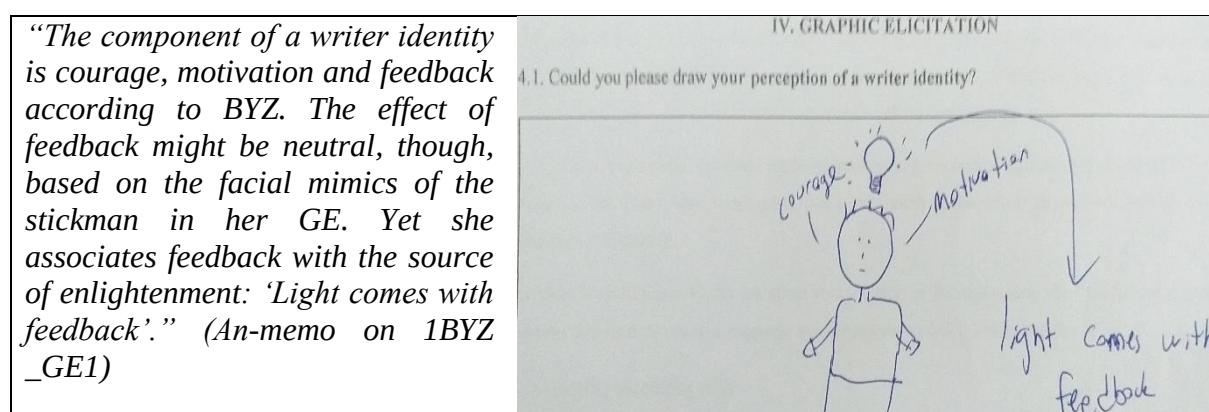
What a writer identity incorporates is indicated below.

S43. CRM-SM The articles that we read, the feedback examples that we have shape my style on writing. I try to create my own style with the help of other articles, essays, and suggestions given by my instructor.

Factors that guide towards a better writer identity is depicted by one of the participating students. It follows with an-memo written on it.

Figure 22

An An-memo on a Graphic Elicitation by a Participating Student

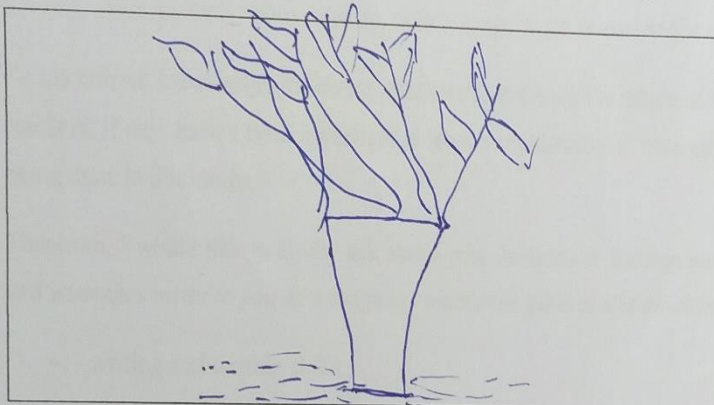


Although writer identity comprises quite a lot of features, some of them are strongly emphasized by the students. For instance, upon a pop-up interview on a GE, the student recalled

that the zone of a writer is important “in the world of a writer”. Details are given below together with the GE concerned.

Figure 23

An An-memo on a Graphic Elicitation by a Participating Student

<i>In FRM's terms, the tree seen in the GE is the writer and whatever is absorbed by its soil it takes that form be it good or bad. The fertilizer that the tree needs, according to FRM, refers to his or her own schemata, imagination and zone or environment in the world of a writer. I wanted her to elaborate on the term zone and she said it is the commentary or the life of the writer or people giving negative feedback. I feel FRM is a very enthusiastic girl in terms of developing her skills in writing because the tree has got a lot of leaves though not flowers or fruits yet. She seems to be on the right track. (An-memo on 12FRM_GE1)</i>	IV. GRAPHIC ELICITATION 4.1. Could you please draw your perception of a writer identity? 

Yet, the role of teachers in shaping one's own writer identity is not seen as indispensable by another student. S/he said.

S48. CRM-SM To some extent our teachers are influential on our writing identity. It is developing for sure. But I don't think it is changing much from what it is originally.

Additionally, the prudent stance regarding teachers' role is retold below meticulously.

Evidently, attitudes of teachers can cause a dynamic change in the attitudes of students.

S56. CRM-SM For assignments, my writer identity is defined by teacher expectations. For example, I try to be as academic as possible with Ms. A. I spend my time looking at thesaurus for academic words, checking articles if there are useful information to cite etc. However (for example), in Ms. B's classes I feel that my opinion matters the most. Instead of spending my time reading articles, I try to express my inner self as much as possible. I could say that my writing style completely changes according to the teacher that I am writing for. For my personal life writer identity, I try to be not affected by the rules of academic writing as much as possible.

As to whether a writer identity generated by feedback, namely, feedback-supported writer identity, exists, participating students held different opinions with their rationales aside. Two students confirmed its validity and explained.

S21. CRM-AG-W11 I think there is feedback-supported writer identity. The way of receiving feedback may shape and support the writer identity. With positive and encouraging feedback, the identity will be affected in a good way.

S30. CRM-AG-W11 I think the feedback supports our writer identity and the students are motivated receiving feedback from their writing teachers. Also, everything becomes clearer for the students. Therefore, there is “feedback-supported writer identity” for EFL learners.

An additional comment as to why feedback should be at the center of writer identity follows.

“Feedback could stand out (among other factors of writer identity). When thinking myself, I think both on grading and writing course feedback has contributed to my progress a lot. This may be the reason. It supports (the writer identity).” (2ASN_SSI)

However, some other students were not sure about the presence of feedback-supported writer identity. One student stated.

S45. CRM-SM I am not sure about that (whether there is feedback-supported writer identity). I think if feedback is useful, surely it will effect both student and student’s writing ability. But this is up to students. Or if it is ineffective feedback student cannot learn anything.

A possible reason for such hesitation can stem from students’ being selective in the scope and content of feedback. Two analytic memos written on semi-structured interviews (Figure 24) describe the dilemma students have as regards feedback and identity it is based on. They follow.

Figure 24

Two An-memos on Semi-structured Interviews with Two Participating students

<i>“As for feedback-supported writer identity she was cautious whether it represents something good or bad. This is how she deals with feedback actually. She says if one always gets feedback then “her thoughts can be transferred to written form in a different way. She explains that if feedback is frequently given, then the writer starts writing according to the feedback giver not himself/herself, which she sees as negative. BKT considers feedback on structure as acceptable but obviously feedback on content not.” (An-memo on 16BKT_SSI)</i>	<i>“Following a similar discussion I asked if there exists any feedback-supported writer identity and he responded positively adding that “yet he has to have his own style of voice”. SLMC doesn’t want to let the traces of his own personality disappear from his writing.”</i> <i>(An-memo on 4SLMC_SSI)</i>

Supporting the ideas presented above, the following graphic elicitation can be titled as *feedback without a feedback provider*. The reasons may vary and are identified in the relevant analytic memo that follows.

Figure 25

An An-memo on a Graphic Elicitation by a Participating Student

<i>“Here the soil is FRM herself, s/he says, and the water refers to the feedback but in the positive sense which can boost motivation. The flower is what s/he produces. Actually what drew my attention was that the flower is being watered at the moment but who holds the watering pot is not drawn. Upon being asked, FRM said that it should be anyone who is equipped well and has a kind use of language also presenting the reasons of positive and negative feedback. Yet, no figure of feedback provider may be in conflict with his/her verbally emphasizing the importance of teacher much.” (An-memo on 12FRM_GE2)</i>	4.2. Could you please draw yourself as a student while receiving feedback?  Thank you and please contact elifgurergene@gmail.com for any question or comment.

To put it succinctly, feedback-supported writer identity can be identified as all the feedback-related aspects of one's ecology that help shape one's writing tendencies and their outpour as a pedagogical and instructional tool. Therefore as is explained below the validity of this type of identity is linked to how much feedback is favored by the writer. One student gave details on why.

“The existence of feedback-supported writer identity changes from person to person. It depend on how much you benefit from them. You may also get feedback to the point that you corrupt your self/essence. As well, the teacher may tell you that “s/he didn't like (your writing). Yet it might be the thing that you would like to express. When you exclude it, your whole identity may be lost. It depends on how much you attach importance to it (feedback).” (8DRN_SSI)

Another student mentions a condition with which this type of identity can be effective. S/he said.

S40. CRM-SM In my opinion, feedback-supported writer identity is what language learners certainly need, as long as they are not judged by mistakes and errors.

The following quote briefly summarizes how a feedback-supported writer identity can exist.

“I definitely agree (that there is feedback-supported writer identity) but ultimately writers have to have their own pens (styles), his/her own thoughts. No matter how much you give ideas to the writer, s/he can write whatever s/he wants.” (4SLMC_SSI)

Participating students further reflected upon the probable rationales behind their abovementioned views.

Learners' former experiences in their educational life might affect how they perceive and treat feedback and writing identity. Assuming giving and receiving feedback necessitates not only academic but also cognitive and social skills, a retrospective effect may be quite strong on students' feedback behaviors. One of the participating students explained how feedback contributed to the transformation of a learner who earlier lacked writing skills.

“Having no writing skill at all, we came here just after high school and were directly told to write. It didn't work. I wanted to be shown and guided. Now I gained that originality. One teacher showed. Another added. I accumulated. They all settled. Though it was taught, now I can produce my original writing. Writing should be taught to some degree (though) there are things we should produce as well.” (14DLR_SSI)

As well, the current proficiency level of the students may influence their perception of feedback and writer identity. That is to say, the needs of a student at a beginner level are deemed distinctly different than those at intermediate level and thus the type and content of feedback. This is well expressed in a quote below.

S74. CRM-IU I find the feedbacks the teacher gives enough. Yet, I would prefer him/her being a bit more attentive and expressing in a more comprehensible way. The feedback could be more detailed setting our proficiency level as the benchmark.

Students in most cases, if not all, vary in how they perceive theory and practice or rules and regulations and how they react to them accordingly. To illustrate, regarding the type, content and even timing of feedback, their opinions may differ from one another. Specifically, participating students referred to the relationship between the time of the feedback and its effect

on their writing skills. Their two different opinions dominated the discussion. That is, one group of students emphasized the importance of feedback during the process. They said.

S31. CRM-AG-W11 I would want to be evaluated while I am doing my Project because I would find a chance to correct my faults before it is too late. I think instructor should interfere with during writing as I want to see my errors while I am writing.

S35. CRM-AG-W11 Feedback in the process of writing is better for me. Feedback on the end product may require changing the whole piece of writing. Writing is a skill that needs to be tailored step by step, in my opinion.

As is understood, students liked being given feedback while they were on to their tasks. However, given individual differences play an important role in how learners advance their skills, some students indicated their preference in the opposite direction. Two students said.

S23. CRM-AG-W11 At the end of the work (I prefer getting feedback) of course, because I get to chance to see overall mistakes I've made. I do not have to eliminate the processes and I do not have to change the way it goes.

S30. CRM-AG-W11 I could get upset when I see my errors on the process of writing and it could affect my motivation in a negative way. Accordingly, I would like to get feedback on the end.

It can be understood that feedback given at the product already completed is claimed to have affected learners' motivation negatively as revision after completion might require extra time, energy and labor.

All in all, participating students' perceptions of feedback are complicated and possible reasons are multi-layered. And all these are likely to have gained them an identity centered on feedback and unique to them as EFL writers though they considered feedback as a form of effective guidance. To sum, students might be categorized into roughly three groups in terms of how they accept and apply feedback.

- Those who accept almost all kind of feedback either for their trust in their teachers or for the grade they will be ultimately given
- Those who are highly selective in the type and focus of feedback given and who are quite reactive to feedback on content or ideas

- Those who are almost totally against all kinds of feedback and who are even critical of the writing task and the feedback given accordingly as they do not want to share the *ownership* of their writing

All things considered, the response to the question RQ 3a is given below.

What are the expectations of EFL students concerning their writing teachers' written feedback?

5.7.7 RQ 3a Response.

Quantitative and qualitative studies revealed that EFL students prioritized indirect feedback followed by motivational and direct feedback. They found the former effective on conventional aspects of writing including cohesion, vocabulary, task, grammar mostly in an indirect manner through correction codes. Yet quite a lot of students mentioned their preference of direct feedback despite differing ideas on what it should pertain, structure, meaning or both. Students also considered feedback as a guiding tool for motivation, reflection and improvement within hybrid evaluation – analytic and holistic. On the other hand, very few students were in favor of their errors to be avoided, implying “Type 4 Tolerance of Errors/ Ambiguity” as the least preferred type.

Still, some students resisted to the institutionalized aspects of feedback and were in an expectation of their teachers' appropriating feedback in congruence with their needs, expectations and motivation level. If feedback meet their needs, they consider it as positive, however, if they think feedback is given to change their ideas, then they think it is negative. Therefore, while some preferred to be given feedback during the process of writing, some of them wanted feedback only upon the product. That is, feedback during the process of writing is mostly deemed as a way for the teacher to interfere in writing and thus share the ownership of the final written product. However, if feedback is supplied after the process, then it can be welcomed as there is no chance anymore for

teachers to interfere but only correct some structural errors. According to participating students, the language of feedback or the tone of teachers is effective in whether they accept feedback or not.

Students also thought that feedback is a multi-faceted and thus situated practice. Hence, several students rejected a passive role in feedback practices and were highly selective and critical while implementing teachers' feedback.

5.8 Research Question 3b

Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

For the quantitative analyses to respond to RQ 3b, data coming from 99 EFL teachers and 539 EFL students were used. For the qualitative analyses, data coming from 11 EFL teachers and 61 EFL students were used.

In order to understand the frequency distributions of the responses to the TS and SS Items, the frequency analyses were run and tabulated below in Table 67.

Table 67*Frequency Distributions of the Responses to the TS and SS Items*

TS (N= 99)			SS (N= 539)		
Item	<i>f</i>	%	Item	<i>f</i>	%
Type 1 Direct Feedback					
Item 3	97	33,4	Item 3	535	68,1
Item 6	99	30,3	Item 6	538	69,6
Item 8	99	36,4	Item 8	532	77,2
Item 10	99	40,4	Item 10	527	61,6
Item 11	97	50,5	Item 11	532	59,6
Item 13	99	21,2	Item 13	530	58,8
Item 14	95	36,4	Item 14	532	67,2
Item 16	98	34,3	Item 16	529	62,5
Type 2 Indirect Feedback with Analytic Evaluation (TS) / Indirect Feedback (SS)					
Item 1	99	86,9	Item 1	534	85,7
Item 2	98	86,9	Item 2	535	87,8
Item 4	98	55,5	Item 4	524	51,4
Item 5	98	86,9	Item 5	531	82,8
Item 7	99	84,8	Item 7	534	88,7
Item 9	98	80,8	Item 9	533	80,7
Type 3 Motivating Feedback and Feedforward with Holistic Evaluation (TS) / Motivating Feedback and Feedforward with Hybrid Evaluation (SS)					
Item 17	96	83,8	Item 17	533	70,2
Item 19	99	93,9	Item 19	528	74,3
Item 20	98	93,9	Item 20	531	86,7
Item 21	98	91,9	Item 21	531	85,1
Item 22	99	81,8	Item 22	532	80,4
Item 24	99	80,8	Item 24	536	63,3
Item 25	99	73,7	Item 25	533	79,2
Item 26	99	78,8	Item 26	535	69,8
Type 2 in the TS			Type 3 in the SS		
Item 18	99	74,7	Item 18	534	59,4
Item 23	99	74,7	Item 23	532	67
Type 4 Tolerance of Errors/Ambiguity					
Item 12	98	15,2	Item 12	528	29,2
Item 15	96	27,3	Item 15	530	32,7

5.8.1 Type 1 Direct Feedback.

As indicated in Table 67 above, results of all items that correspond to Type 1 in the New Model of Feedback show that more students than teachers seemed to favor direct correction of errors focusing on several aspects of language. In a descending order (of students' frequency of responses), those aspects include:

- *the wrong use of conjunctions* (Item 8, SS: 77.2 %; TS: 36.4 %),
- *the wrong grammatical forms* (Item 6, SS: 69.6 %; TS: 30,3 %)
- *the wrong use of words* (Item 3, SS: 68.1 %; TS: 33.4 %)
- *the wrong use of metaphors and idioms* (Item 14, SS: 67.2 %; TS: 36.4 %)
- *errors regarding the logical development in compositions/essays organization of an essay* (Item 16, SS: 62.5 %; TS: 34.3 %)
- *the wrong use of spelling* (Item 10 SS: 61.6 %; TS: 40.4 %)
- *the wrong use of punctuation* (Item 11, SS: 59.6 %; TS: 50.5 %)
- *making ambiguous sentences clear* (Item 13, SS: 58.8 %; TS: 21.2 %)

As indicated above, students were more in favor of direct correction of their errors on all aspects of language given under Type 1 Direct Feedback.

Further, in order to understand whether there is any significant difference between the responses of students and those of teachers in relation to their preferences of feedback types, a Mann Whitney *U* Test was run. To meet the assumptions, first a Kolmogorov-Smirnov Test was run to see if the sample was normally distributed. The test indicated that the data did not follow a normal distribution ($p=.000 < .05$). Data being ordinal and the test being run to see any difference between two groups, teachers and students, other assumptions were met as well. Details follow.

Mann Whitney *U* tests revealed there were 12 significantly different results in the overall scales. Results were given below in Table 68 according to feedback types.

Table 68*Mann Whitney U Test Results on the Teacher and Student Preferences of Feedback Types*

	N		Mean Rank		<i>U</i>	<i>Z</i>	<i>p</i>
	Teacher	Student	Teacher	Student			
Item 3	97	535	183.42	340.63	13,5	-8.136	.001*
Item 6	99	538	174.62	345.57	12	-8.818	.001*
Item 8	99	532	162.40	344.58	11	-9.662	.001*
Item 10	10	527	210.71	332.81	15.5	-6.362	.001*
Item 11	97	532	268.82	323.42	21.5	-2.806	.005*
Item 13	99	530	177.61	340.66	12	-8.427	.001*
Item 14	95	532	196.71	334.94	14	-7.111	.001*
Item 16	98	529	206.24	333.96	15,5	-6.633	.001*

* $p < 0.05$

As indicated in Table 68 above, according to Mann Whitney *U* test results, there was a significant difference among the preferences of teachers and students in their responses to several items in Type 1 in favor of students. They included.

- *directly correcting the wrong use of words* (Item 3 $U=13,5$, $p=.001$, $z=-8.136$)
- *directly correcting the wrong grammatical forms* (Item 6 $U=12$, $p=.001$, $z=-8.818$)
- *directly correcting the wrong use of conjunctions* (Item 8 $U=11$, $p=.001$, $z=-9.662$)
- *directly correcting the wrong use of spelling* (Item 10 $U=15.5$, $p=.001$, $z=-6.362$)
- *directly correcting the wrong use of punctuation rules* (Item 11 $U=21.5$, $p=.005$, $z=-2.806$)
- *directly making ambiguous sentences clear* (Item 13 $U=12$, $p=.001$, $z=-8.427$)
- *directly correcting the wrong use of metaphors and idioms* (Item 14 $U=14$, $p=.001$, $z=-7.111$)

- *directly correcting the errors regarding the logical development in compositions/essays*
(Item 16 $U=15.5$, $p=.001$, $z=-6.633$)

The above presented results showed that teachers and students differed significantly in terms of their preferences. In other words, significantly more students than teachers were in favor of direct feedback on vocabulary, grammar, conjunctions, spelling, punctuation rules, meaning, metaphors and idioms and logical development.

As stated previously, qualitative findings supported these findings as well.

5.8.2 Type 2 Indirect Feedback with Analytic Evaluation (TS) / Indirect Feedback (SS).

As indicated in Table 67 above, results of all items that corresponded to Type 2 in The New Model of Feedback show that a great number of teachers and students tended to prefer correction of errors on several issues in an indirect manner by “*drawing attention through correction symbols (✓, X, ?, Gr, Sp, etc.)*”. Those issues include:

- *the inappropriate use of the writing task* (Item 1, SS: 85.7 % ; TS: 86.9 %)
- *the inappropriate use of words* (Item 2, SS: 87.8 %; TS: 86.9 %)
- *making ambiguous words clear* (Item 4, SS: 51.4 % %; TS: 55.5 %)
- *the inappropriate use of grammatical forms* (Item 5, SS: 82.8 % ; TS: 86.9 %)
- *the inappropriate use of conjunctions* (Item 7, SS: 88.7 % ; TS: 84.8 %)
- *the inappropriate use of spelling rules* (Item 9, SS: 80.7 % ; TS: 80.8 %)

Hence, it is understood that far more than half of the students and teachers were more in favor of indirect feedback by means of correction symbols on several aspects of language.

Moreover, a Mann Whitney U Test results revealed that there was no significant difference among the preferences of teachers and students in their responses to items in relation to Type

2. Hence, students and teachers did not differ at a significant level in terms of their expectations and preferences regarding indirect feedback on task, vocabulary, ambiguous words, grammar, conjunctions and spelling rules.

As stated previously, qualitative studies supported these findings as well.

5.8.3 Type 3 Motivating Feedback and Feedforward with Holistic Evaluation (TS) / Motivating Feedback and Feedforward with Hybrid Evaluation (SS).

As indicated in Table 67 above, results of all items that corresponded to Type 3 in the New Model of Feedback show that more than half of the students and teachers seemed to favor motivating feedback and feedforward through certain ways. They included:

- *evaluating each sentence in relation to other sentences in compositions/essays (Item 17, SS: 70.2 %; TS: 83.8 %)*
- *guiding through notes/questions to reflect upon the overall meaning (Item 19, SS: 74.3 %; TS: 93.9 %)*
- *guiding notes/questions to improve the overall meaning (Item 20, SS: 86.7 %; TS: 93.9 %)*
- *giving more than one chance for improving compositions/essays (Item 21, SS: 85.1 %; TS: 91.9 %)*
- *evaluating the overall quality to emphasize the strengths of the writer (Item 22. SS: 80.4 %; TS: 81.8 %)*
- *giving positive feedback through praise and encouraging comments (Item 24, SS: 63.3 %; TS: 80.8 %)*
- *giving negative feedback (Item 25, SS: 79.2 %; TS: 73.7 %)*
- *using phrases to soften negative feedback (Item 26, SS: 69.8 %; TS: 78.8 %)*

Hence, the frequency analysis above shows that both students and teachers were more in favor of giving/being given feedback for motivation and improvement in further tasks. Yet, more teachers than students favored the use of motivational purposes and also the use of analytic feedback. However, more students than teachers preferred the use of negative feedback (Item 25). To add, nearly at equal levels, both parties preferred that the overall quality of a writing should be evaluated to emphasize the strengths of the writer (Item 22).

Further, a Mann Whitney *U* Test results revealed that there was a significant difference among the preferences of teachers and students in their responses in relation to Type 3 (Table 69).

Table 69

Mann Whitney U Test Results on the Teacher and Student Preferences of Feedback Types

	N		Mean Rank		<i>U</i>	<i>Z</i>	<i>p</i>
	Teacher	Student	Teacher	Student			
Item 19	99	528	365.79	304.29	21	-3.316	.001*
Item 24	99	536	360.82	310.09	22	-2.642	.008*
Item 25	99	533	282.16	322.88	22	-2.182	.029*

* $p < 0.05$

As indicated in Table 69 above, there was a significant difference among the preferences of teachers and students in their responses to three items. They included.

- *guiding through notes/questions to reflect upon the overall meaning* (Item 19 $U=21$, $p=.001$, $z=-3.316$)

The significant difference between teachers' and students' preferences regarding Item 19 was in favor of teachers. That is to say, more students wanted their teachers to point to their errors.

- *giving positive feedback through praise or encouraging comments* (Item 24 $U=22$, $p=.008$, $z=-2.642$)

The significant difference between teachers' and students' preferences regarding Item 24 was in favor of teachers. That is to say, more teachers than students were in favor of the use of positive feedback.

- *giving negative feedback* (Item 25 $U=22$, $p=.029$, $z=-2.182$)

The significant difference between teachers' and students' preferences regarding Item 25 was in favor of students. They wanted their teacher to point to their errors without softening them. In other words, while teachers preferred to soften their correcting behaviors by various means, students preferred their errors to be pointed out no matter how much directly they were uttered. First of all, from a quantitative perspective, the SS, showed that quite a lot of teachers preferred using feedback, that is Type 3, for different purposes such as increasing motivation or providing clues for future tasks (feedforward). The evaluation and analysis of the papers as mentioned elsewhere showed the opposite though. Although all teachers used feedback for multi-purposes (Type 3), it followed direct and indirect feedback in terms of the frequency of feedback used by the teachers.

5.8.4 Type 4 Tolerance of Errors/Ambiguity.

As indicated in Table 67 above, results of both items that corresponded to Type 4 in the New Model of Feedback show that more students than teachers seemed to favor tolerance of errors/ambiguity, that is, giving no feedback on errors where teachers thought was more appropriate. They included.

- *tolerating ambiguous sentences if they are grammatically correct* (Item 12, SS: 29.2 %; TS: 15.2 %)
- *tolerating grammatical errors if the overall meaning of expressions is well-understood* (Item 15, SS: 32.7 %; TS: 27.3%)

Hence, it is understood that more students than teachers preferred that their teachers tolerated errors at grammar or meaning level.

Further, a Mann Whitney *U* Test results revealed that there was a significant difference among the preferences of teachers and students in their responses in relation to Type 4 (Table 70).

Table 70

Mann Whitney U Test Results on the Teacher and Student Preferences of Feedback Types

	N		Mean Rank		<i>U</i>	<i>Z</i>	<i>p</i>
	Teacher	Student	Teacher	Student			
Item 12	98	528	250.15	325.26	19	-3.874	.001*

* $p < 0.05$

As indicated in Table 70 above, according to Mann Whitney *U* test results, there was a significant difference among the preferences of teachers and students in their responses to Item 12 only:

- *tolerating ambiguous sentences if they are grammatically correct* (Item 12 $U=19$, $p=.001$, $z=-3.874$)

According to the result, more students than teachers preferred that ambiguous sentences should be tolerated provided grammar is correct. That is, producing grammatically correct texts was considered to be more important by students than producing meaningful texts.

Qualitative findings indicated some differences as to the perceptions of students and those of teachers. For example, although all teachers favored feedback albeit with different types, not all students were that keen to receive them and act accordingly. To illustrate, many of the students from whom data was generated were quite sensitive about the ownership of the written products and thus hesitant to welcome teachers' written feedback. That is, they held the idea that their writing belongs to them and thus if they are given feedback on content they have to share the possession of their product with someone else. Even if that "someone else" is their

writing teacher they were highly reactive against such relationship. One of them explained candidly.

“It is better for me when they give feedback after the writing was completed. When they revise while I am doing the writing, this is not my view, but theirs. However, after I did it, their showing (me the mistakes) is better for me. It is better for me when they show me my mistake after I had made that mistake.” (15BYZ_SSI)

Further, another student agreed with his/her peer quoted above pointing to the balance between the existence of their own voice in writing and that of their teachers conveyed by feedback. S/he told with caution.

“In my opinion, in the writings we write by taking what our teacher told us into account, there is a possibility that we are detached from ourselves. That way, you develop a writer identity (but) it does not reflect you totally. There is some contribution of the teacher. It is important to use feedback in the way it benefits you. Therefore, instead of directly applying the feedback, adding from yourself is necessary.” (17SLN_SSI)

The question that “Who is the owner of the text? The one who writes, the one who helps improve it or both?” is responded below by one of the participating students.

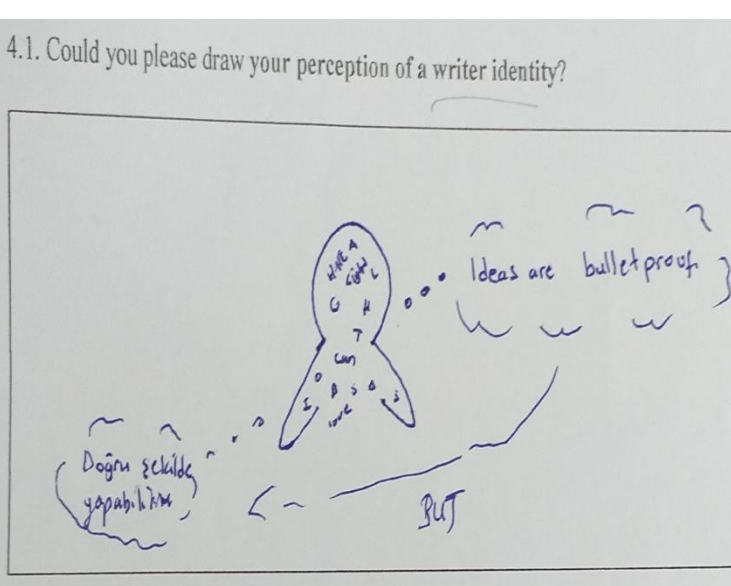
“It would be better if the teacher gives feedback upon the product (has come out) because in the process I develop a template in my mind. I may come to a deadlock. The teacher gives feedback saying ‘This is good, this is bad’ and I continue according to that feedback. All in all, it is I who writes it.” (7NVN_SSI)

Although many students are willing to receive feedback, they are not very receptive when feedback is more on ideational issues rather than structural. In the former case, almost all the participating students tried to justify themselves due to their being reactive to help from outside which is feedback in writing classes. They had the fear that if they get too much feedback then they lose their own voice unique in writing. The following graphic elicitation together with an analytic memo written on it seems to be strong evidence of students’ critical stance.

Figure 26

An An-memo on a Graphic Elicitation by a Participating Student

"In the graphic elicitation of CGD is a statement which confirms the ideas uttered during her interview. She strongly emphasizes the immunity of one's ideas by saying that 'ideas are bulletproof'. Still, her idea is that changing the ideas is very difficult but they can be paraphrased in a different way, an implication for being open to negotiation. On the other hand she implies that she is open to taking feedback by writing that "I can do that in the right way". I think she believes that right way comes more rapidly with the help of feedback. By the way, what is 'the bullet' in reality? Teacher feedback?" (An-memo on 6CGD_GE1)



4.1. Could you please draw your perception of a writer identity?

The drawing depicts a stylized figure. The head is a circle containing the letters 'H', 'A', 'G', 'L', 'G', 'H'. The body is a shape containing the letters 'C', 'U', 'N', 'S', 'B', 'A', 'S'. A line connects the body to a cloud on the left containing the Turkish phrase 'Doğru şekilde yapabiliriz'. To the right, another cloud contains the English phrase 'Ideas are bulletproof'. A line points from this cloud to the word 'BUT' written below it.

Another participating student was in agreement with the student quoted above and even questioned not whether the focus of feedback is true but whether the teacher knows the right way (manner). Her reflection follows.

"For example if I don't want to work hard, I just change everything as she pleases. But if I want to work hard, I realize it completely by myself. The writing teacher told me to change a word. I thought that this word is clear and quite good. I see this word as a frame and I'm trying to change completely everything but not this word (laughing)! I can fix mistakes but in different way. Maybe you will be wrong. I don't know I become stubborn sometimes. Since I'm so critical about my writing and also I'm a bit selfish."
(13IDA_SSI)

On the contrary, there are also some students who react but *surrender* before the deadline of the task. They do not want to correct their papers according to the feedback of the teacher. However, they also feel that they have to yield before the deadline of the writing task because of the grading system.

"If I have a grammar mistake like tense, punctuation marks, I definitely correct them. But if the teacher said the content is quite wrong, I necessarily correct it but still in the way I know. There is not an atmosphere where you could show such resistance. In the

end we get marks from these (works). This is an important point for us (laughing)! In the end we must do the way the teacher wants.” (4SLMC_SSI)

Another qualitative data source confirms the above argument. Based on students explanations concerning what feedback ought to focus on (structure or meaning) and in which manner, an-memos were generated. As the representation of learners’ expectations from their writing teachers, two of them follow (Figure 27).

Figure 27

An-memos on Semi-Structured Interviews with Two Participating Students

<i>“BYZ would like to be given feedback be it negative or positive so that she could “understand accurately”. She also makes a distinction as minor mistakes and others. The former refers to errors related to structure such as punctuations but the latter refers to “”errors in the paragraph” that is those on macro skills of writing.” (An-memo on 15BYZ_SSI)</i>	<i>“In terms of content feedback, she is ready to get feedback on both structure such as punctuation marks or genre (advantage-disadvantage, etc.) and in a direct manner.” (An-memo on 17SLN_SSI)</i>

As well, some students pointed to the workload self-correction and teacher correction necessitates. The an-memo written below incorporates one of those students’ experience and preference.

“EMN compared the effect of the feedback she took last year and the one this year. She said last year though mistakes were pointed at she had to do her own corrections. This year she was told how to correct them as well. Guess which one does she prefer? The former. Her justification was that in the former case she had to work more to better her work though she does not deny that the latter is time saving.” (An-memo on 5EMN_SSI)

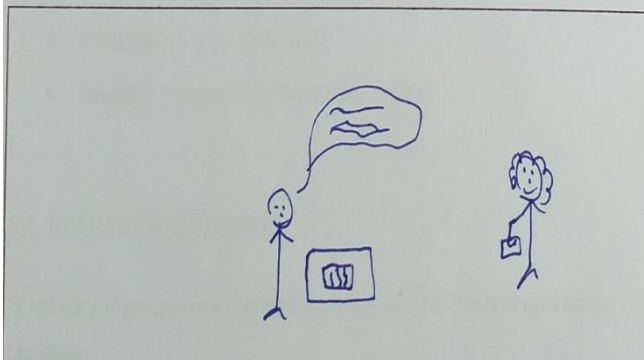
The graphic elicitation drawn by the student quoted below (Figure 28) seems to reflect her understanding of feedback with “one” speech bubble! The an-memo concerned also follows.

Figure 28

An An-memo on a Graphic Elicitation by a Participating Student

“EMN said that the graph symbolizes the negotiation between the teacher and her (depicted on the left) and she is asking about how to make corrections. But yet the teacher does not have a speech bubble and the distance between the figures is further than it normally is in a feedback session. Seems like the student is in favor of self-learning or self-feedback here though she did not sound this way.” (An-memo on 5EMN_GE2)

4.2. Could you please draw yourself as a student while receiving feedback?

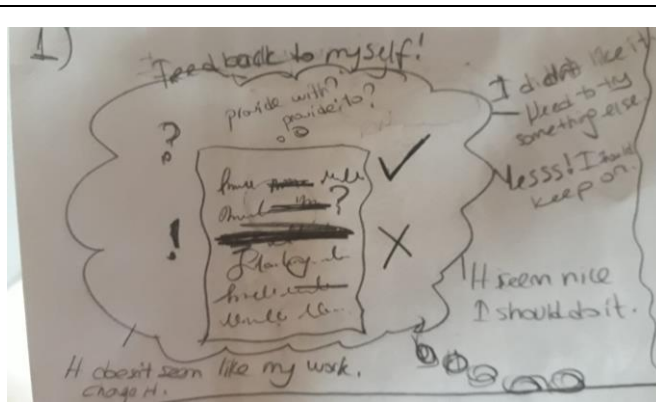


Interestingly, when interviewed, some students told how much they favored written teacher feedback but such discourse was not easily revealed by other media such as graphic elicitations. An example of an-memo with a graphic elicitation embedded in it (Figure 29) supports the idea expressed above.

Figure 29

An An-memo on a Graphic Elicitation by a Participating Student

“In the interview DLR mostly focused on teacher feedback, how she values it and how often she follows it to advance her writing skills. However when she drew her writer identity, what she illustrated in detail was self-feedback, ‘feedback to myself’. Does this mean that she internalized all external feedback and created her own way?” (An-memo on 14DLR_GE1)



Furthermore, according to many students the weight of citations in academic writing and getting feedback on this make them detached from their target. Particularly those who are highly interested in literature complain that their voice tuned out in the former. One student told.

“In literature classes, we use references as well but 80% should be our own ideas. But in skills class it is not like this. (There are) not many instances in which we put our ideas. We paraphrase studies. But in Literature classes, mostly our ideas (are written) similar to response papers.” (14DLR_SSI)

The stress on the individual rather than academic circles with large number of people attracts students, which is why they do not feel attached to their writing tasks. One student told in a fairly detailed manner.

“It cannot be said that I have developed an academic identity because writing is something difficult, a forced task. Because the idea in the academy that the idea of the individual is not important, you should support it repels me. I believe the ideas of individuals are valuable.” (3MST_SSI)

It is very common that writing classes concentrate on academic writing rules and thus feedback on products often incorporates those rules or guidelines. However, this might have a negative effect on those receiving feedback. This is delineated by the following quote.

“First of all everybody wants to have own voice. If I would like to tell about some problem in order to be accepted in academic society, I should write in better way. But what I noticed recently (is) that we are so obsessed with words, ‘it should be academic, it should be academic’. Ya of course there are some rules but sometimes it pushes out of yourself. We are just simply copying natives instead of giving our own style. These rules make us so standardized instead of personalized. We just accept it and that’s all. (13IDA_SSI)

The quote below clearly expresses some students’ distinction between a free and a limited manner in writing.

“On the one hand there is the formal writer identity fit into a mold, on the other, there is the reflection of an identity who can write on any topic at any moment. Both are unique.” (3MST_SSI)

As can be seen in the above statement academic writing is considered as a limit to their voice in writing. Therefore, it can be concluded that according to the type of the writing task, students’ perceptions change.

The critical stance students adopt towards academic writing and feedback is strengthened when citing is taken into account. It sounds on the part of students there is a continuum: on the one

end there is free thinking only and on the other end there is much reference to many others.

This is well discussed by one student with two comments.

“We can’t present our ideas without making a citation. We are talking about an idea but our teacher asks ‘Who said this? Add citation. If I am going to add citation, in any case it is going to eliminate my writer identity. If I write insistently supporting others ideas, I do not feel that I write it myself.’ (10FRK_SSI)

“I criticize the fact that they (writing teachers) can’t answer the question ‘Why?’ Why is the thesis statement at the end? Why can’t I use ‘I’? They ask ‘Who are you? Then I shouldn’t write.’ (10FRK_SSI)

A striking point of view by another student is noteworthy in that s/he thinks citing is associated with low motivation and less effort for writing well. S/he said.

“Motivation is very important because if the person does not want to write, then s/he has to directly quote. I think writer identity is away from direct quotation. The person can paraphrase or write in a more effectual manner, instead of directly taking and copying (someone else’s ideas).” (5EMN_SSI)

A group of students claimed they followed the path their teachers showed via feedback for their own development. Two students commented.

S25. CRM-AG-W11 Of course, I revise my paper after my teacher's comments because she guides me to the right way.

37. CRM-AG-W11 Of course I revise (my paper after feedback). After I come home, I revise my paper by comparing it with my ideas and my teacher’s. Thus, I can realize my mistakes easily.

Yet some other students honestly told that they didn’t implement the revisions suggested by the teacher. Two of them explained.

*S26. CRM-AG-W11 To be honest, if it is required I edit my paper. For example now we are writing first drafts then our lecturer is giving us feedbacks and then we edit it to hand it for second draft. But normally I do not **(edit)**.*

S76. CRM-IU (Written feedback) does not have any effect (on the development of my writing skills). I don’t (review the feedback given afterwards) because I only knew it is wrong. I don’t know the reason. Honestly, I don’t feel like have a look at (the feedback given). Naturally, I continue doing the same mistake without noticing.

A cautious approach is also taken.

S85. CRM-IU From time to time I review (the teacher feedback).

All the above-mentioned points of discussion regarding Type 4 Tolerance of Errors/Ambiguity might be the reason why some students restrict the role of feedback in their developmental processes or even deny it, which was also confirmed by the quantitative findings.

All things considered, the response to the question RQ 3b is given below.

Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

5.8.5 RQ 3b Response.

Teachers and students significantly differed on several points as more students than teachers preferred direct feedback on the correct form of an error be it on vocabulary, grammar, conjunctions, spelling rules, punctuation rules, meaning, metaphors and idioms or logical development. However, students and teachers did not differ significantly in their responses to items related to indirect feedback particularly on task, vocabulary, grammar, conjunctions and spelling rules.

Students' and teachers' preferences were also statistically different in terms of guidance through elaborative feedback to increase reflectivity over meaning and the use of negative feedback and positive feedback. Unlike in the case of positive feedback, more students wanted to be given reflective notes and negative feedback than teachers. Students' and teachers' tendencies also differed concerning the avoidance of feedback when sentences are grammatically correct. More students than teachers attached much importance to the role of form in writing practices.

An important reason why teachers gave feedback was the requirements of the institution where they were working at. Due to formal pre-determined rubrics, teachers felt the need to give feedback accordingly. In a similar vein, students accepted feedback as they

thought it a necessary level to exceed so that they can get high marks. That is, the grading system was a benchmark as to whether feedback should be applied or ignored.

As well, although many students were willing to receive feedback, they were not very receptive when feedback was more on ideational issues rather than structural as they did not want to share the ownership of their texts.

5.8 Research Question 3c

Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

5.8.1 Chi-square test on students' expectations and teachers' feedback-giving behaviors.

To find out whether there was a difference between students' expectations regarding teacher feedback (SS) and teachers' feedback practices (on student papers), a Chi-square analysis was run. It was found that there was no significant difference between students' expectations and teachers' performances as regards feedback types, except for one case: Item 11 ($p=.024<.05$).

- *I expect my writing teacher to directly correct the wrong use of punctuation rules. (Item 11, SS)*

As for the above result, it can be said that students' expectations of direct feedback on punctuation rules was not met adequately by the performance of their writing teachers. However, in terms of other items and feedback types, there is no gap on the part of both sides, as shown by the quantitative findings.

As well, from a qualitative perspective, there are some similarities regarding the types, focus and some other points, i.e., when, how, and why, regarding written feedback, an implication of a certain amount of correspondence on the part of students and teachers. For example, students wanted to get feedback when they considered it as a need. This need could necessitate some

strategies to develop writing skills or a tool for high grades. Therefore, students were very sensitive about sharing their roles as writers with their teachers. While they often applied teacher feedback, they had reservations on particularly how feedback was conveyed (focus, timing and manner) and what was conveyed (content, idea, etc.).

All things considered, the response to the question RQ 3c is given below.

Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

5.8.2 RQ 3c Response.

There is almost no mismatch between the perceptions of students and performances of teachers on feedback types. Quantitative and qualitative studies showed that students preferred direct feedback more than teachers. As the number of direct feedback was quite high on feedback papers, there seems to be no mismatch. Also, in terms of indirect feedback, findings indicated a similarity as both parties tended to be led to corrected responses rather than spoon-fed. For motivational feedback, teachers liked to motivate their students through the use of feedback with multi-purposes and students seem to have been enjoying this process. Also more students thought grammatical mistakes were more negligible.

Qualitative findings also revealed that students' expectations regarding feedback were met by teachers' performances on student papers. However, many students were reactive against the amount of direct feedback especially on form but glad to be given less directive feedback with motivational purposes.

5.9 Research Question 3

Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices? If so, how?

First of all, both teachers and students liked all types of feedback with different degrees. Yet, the criteria by which they prioritized over one another were various. For example, teachers claimed they took learners' immediate needs, motivation level and proficiency level into account and acted accordingly while giving feedback. By the same token, students expected their writing teachers to pay high attention to their psychology, motivation, readiness for the course-proficiency level and their needs, whether they aim to be involved in academic writing in the future or not.

However, from both quantitative and qualitative perspectives, there were also some differences among EFL students' expectations and EFL teachers' practices regarding feedback. Teachers reported they faced some constraints while teaching and giving feedback such as the institutional demands or the limited time they had to use economically for instruction and feedback. This is probably why, many students were not totally satisfied with how (much) feedback was given.

Besides, the biggest difference between teachers and students is that many teachers tended to believe the more feedback they provided the better for their students. However, students preferred feedback enough to meet their urgent needs. That is, many students evaluated the large amount of feedback as an interference into their own identity. Therefore, in order to keep their writing unique to themselves they reacted against redundant feedback from their teachers and considered it as a constraint over their originality and ownership of the paper. In other words, they insistently wanted to be seen as individuals but not as a part of a community for whom almost the same type and content of feedback is given. Thus, students wanted to

individually own their writing practices but not communally though they got feedback from their teachers on a cyclical pattern.

All in all, RQ 3 and the response are given below.

Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices? If so, how?

5.9.1 RQ 3 Response.

There is some difference among EFL students' expectations and EFL teachers' orientations regarding feedback and the nature of their feedback on student writing practices.

Students preferred their teachers to be frequently involved in their writing processes by the use of indirect feedback most followed by motivational and direct feedback. In few cases, they preferred their errors to be tolerated. EFL teachers, on the other hand, reported that they liked to give motivational feedback most followed by indirect and direct feedback in congruence with students' proficiency level, academic and motivational needs. Most of the teachers also said did not prefer to tolerate errors. However, as the representation of teachers' feedback-giving practices, students' writing products showed that teachers gave direct feedback most proceeded by tolerance of errors/ambiguity, indirect feedback and motivational feedback.

Students were very sensitive about sharing their roles as writers with their teachers. While they often applied feedback, students had reservations on particularly whether feedback was an interference on the selection of ideas and also how feedback was conveyed, the tone and language of feedback givers. Thus, there seems to be a prudent corroboration between teachers' and students' approaches to feedback.

Students' expectations and teachers' attitudes did differ to a certain level. Students wanted to be given more direct feedback whereas teachers wanted to give more motivational feedback. Given direct feedback was the most practiced one on students' written products, it can be said that students' expectations were met by their teachers though the latter claimed they did not prefer to practice in that manner. Also, more students than teachers found it appropriate to tolerate ambiguous sentences if they are grammatically correct.

Students' expectations of their writing teachers' using feedback types and teachers' feedback practices did not differ much, as well. This is an indication that there was not a remarkable mismatch between the perceptions of students and performances of teachers on feedback types.

CHAPTER VI

CONCLUSION

The purpose of this study was to investigate the relationship among EFL teachers' written feedback orientations, learners' written feedback expectations and the nature of EFL teachers' feedback on EFL student writing. To this end, three major sets of instruments were used and the data that came from them were analyzed in a comprehensive manner. They were:

- EFL Writing Teachers' Written Feedback Orientations Scale
- EFL Students' Written Feedback Expectations Scale
- the evaluation of the nature of teachers' written feedback on their students' writing tasks

It should be recalled that they were originally developed for the purpose of this study and the evaluation of the writing tasks were based on the model that emerged out of these scales.

In addition to the above instruments, some others (Critical Reflective Memos, Semi-structured Interviews, Graphic Elicitations and Analytic Memos) were also generated to collect more data that could serve as insight for the elaboration of the attitudes of EFL teachers and expectations of EFL learners.

6.1 Research Question 1

Is there a possibility that a New Model of Feedback could be generated through the development and implementation of two scales, for EFL writing teachers and EFL learners?

First and foremost, the results of RQ 1 revealed the possibility of a New Model of Feedback by which to gauge the content (type/focus) of feedback provided on student papers. In other words, data validated the new model. Yet, it reflects two dimensions based on teachers' orientations and students' expectations.

RQ 1a Is the EFL Writing Teachers' Written Feedback Orientations Scale valid and reliable enough to assess the perceptions of EFL writing teachers and to be used for further studies?

Specifically, the results of RQ 1a revealed that the questionnaire is valid and reliable enough to assess the perceptions of EFL writing teachers and to be used in this study and possibly for further studies.

RQ 1b Is the EFL Students' Written Feedback Expectations Scale valid and reliable enough to assess the perceptions of EFL learners and to be used for further studies?

By the same token, the results of RQ 1b revealed that the questionnaire is valid and reliable enough to assess the perceptions of EFL learners and to be used in this study and possibly for further studies.

Although there are scales in the field with similar purposes, there has not been found any with such breadth (types of feedback) and depth (sub-types) based on an intertwined circles of theories in the relevant literature. Therefore, the study with its scales and their output, The New Model of Feedback, is likely to contribute to further studies.

Still only relatively recently that “teachers’ and students’ writer identity enactments in professional learning contexts have been studied” (McKinney & Giorgis, 2009; Locke, Whitehead, Dix, & Cawkwell, 2011; Cremin & Baker, 2010; 2014; Ryan, 2014, as cited in Cremin & Locke, 2016). This recalls that teachers’ and students’ orientations towards many paradigms regarding writing have been under scrutiny in many studies. For example, Marrs (2016) produced “Students’ Perceptions of Feedback Scale” based on data from self-report of only students and thus no comparison with that of teachers as feedback providers. As well, according to Wisniewski, Zierer, and Hattie (2020), “developing models, such as the Hattie and Timperley (2007) model, would advance the research, as such models provide a more nuanced view of feedback”, an indication of the significance of the design and results of this study.

Consequently, the high reliability and validity of the scales in this study seemed to prove their claim to assess teachers' and learners' orientations towards written feedback practices.

6.2 Research Question 2

Is there a difference between EFL teachers' perceptions of their feedback orientations and the nature of their feedback on student writing practices? If so, how?

With regard to RQ 2, first RQ 2a was responded:

What are the perceptions of EFL teachers concerning their feedback orientations?

This sub-question aimed at investigating the attitudes of EFL writing teachers. The findings showed that teachers used feedback for different purposes with motivational taking the lead. Next, teachers reported they preferred to give feedback in a manner that does not dictate but draw learners' attention towards a part that ought to be corrected. It was also found that they used direct feedback less than these two types. This finding concurs with some recent studies including Chen and Liu (2021) and Purnomo, et al. (2021). With regard to feedback with a motivational and reflective load, teachers said they preferred using motivational feedback by means of extended notes or giving chances for better writing. This finding concurs with the one in a study by Facullo (2022), as well.

Also, participating teachers tolerated some errors be they on grammar or meaning as the quantitative and qualitative analyses put forward though it was the least favored one in the scale. The reason why teachers avoided corrective feedback seem to have stemmed from a variety of reasons such as the proficiency or motivation level of students. This finding refers to a study by Kang and Han (2015) underpinning the importance of the "additional moderating variables, such as learners' proficiency, the setting, and the genre of the task" as "they might affect the effect size of the corrective feedback". This said, it is because of those variables that teachers

sometimes avoid giving feedback and wait for their students' to become more agentive in their own process of developing writing skills by tolerating errors.

Similarly, “pedagogical factors” should also be taken into account according to Bitchener (2012) so that whether giving or avoiding feedback in certain cases is better can be understood, as suggested by this study. Several participating teachers in this study seem to have cautiously disregarded the benefit of direct feedback to give their students more opportunities to better their writing pieces at least for some time.

Next RQ 2b was responded:

What is the nature of feedback that EFL teachers provide on student writing practices?

The results of RQ 2b stemmed from the evaluation of the marked papers of students by their teachers. It was found that teachers used direct feedback most. This is in contrast to their self-reports in the previous part, RQ 2a. However, this finding concurs with that of the study conducted by Trabelsi (2021) and Cheng and Zhang (2021). Direct feedback is followed by indirect feedback and avoidance of feedback. Avoidance of feedback or Tolerance of Errors/Ambiguity as the 4th type of feedback means that teachers in many cases did not give any feedback for errors be they on meaning or grammar. Although not significant, the results suggested that more teachers preferred to tolerate grammatical errors than meaning-based errors. Finally, the amount of feedback used to motivate learners or make them reflect upon their writing process was found to be much less than teachers' claims as discussed earlier.

Following the results of the sub-questions, the results of the second major question revealed that teachers used all four types of feedback with different amounts. As indicated by qualitative studies, the gap between what teachers reported on their feedback-giving behaviors and their actual implementation of feedback stemmed from their feeling the need to customize their feedback depending on certain conditions such as the proficiency level, emerging needs,

motivation and expectations of their students. Teachers' academic backgrounds and their own experiences regarding feedback together with the institutional demands and rules also actively played a role in their justifications of current feedback behaviors based on the findings of the qualitative studies. These results concur with those of the previous research which investigated teachers' perceptions or beliefs about feedback-giving practices (Zhan, 2016; Hattie, 2011; Dowden, Pittaway, Yost, & McCarthy, 2013; Atmaca 2016; Melkersson, & Annertz, 2022).

Within the realms of this study, feedback was not limited to only grammar but meaning and organization were also at the core. Be it direct or indirect most of the students wanted to be given feedback both on form and meaning. This finding is in accordance with that of Atmaca (2016). As well, feedback on grammar, lexis, meaning and organization were all conveyed by the participating teachers according to the findings which concur with those of Zhan (2016).

Further, less teachers than students favored negative feedback. Teachers even tolerate grammar-based errors more than meaning-based errors. The effect of abundance of corrected errors on learners' motivation level was also highlighted in Melkersson and Annertz (2022).

Last but not least, Hattie (2011) indicated that teachers "may claim they give much feedback" though they don't, therefore, "the more appropriate measure is the nature of feedback received" (Hattie, 2011, p. 8). The evaluation of the students' writing tasks supported this view in the sense that despite teachers' self-reports through the questionnaire, they preferred to use direct feedback most while giving feedback on those papers. Thus, the discrepancy between what teachers say and practice has been disclosed recurrently in the new settings of this research, of which findings also concur with those of the studies by Trabelsi (2021) and Cheng and Zhang (2021).

6.3 Research Question 3

Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices? If so, how?

With regard to RQ 3, first RQ 3a was responded:

What are the expectations of EFL students concerning their writing teachers' written feedback?

This sub-question aimed at investigating the expectations of EFL learners regarding teachers' written feedback practices. The findings of the quantitative and qualitative studies showed that most of the students wanted their teachers to give written feedback. However, it was also found that students preferred their teachers' guiding them towards understanding their errors through the use of correction codes but not by directly stating what is correct and what is not. Next, they emphasized the role of feedback on their motivation concerning improving writing skills. Direct feedback ranked only third among four types of feedback proceeded by tolerance of errors/ambiguity, an indication that they did not want their errors to be ignored much. These findings concur with several studies (Clement, 2008; Cohen, 1990; Hyland, 1998; Listyani, 2021; Nurjanah, 2021) however contradicts with some others including (Nanni & Black, 2017; Yunus, 2020).

However, more in-depth data that came from qualitative sources such as Critical Reflective Memos or Semi-structured Interviews helped understand that learners did not want feedback imposed institution-wise. That is, they did not prefer feedback as it had to be given as part of the syllabus but they demanded that it be appropriated in congruence with their needs, expectations and motivation level. Therefore, while some preferred to be given feedback during the process of writing, some of them wanted feedback only upon the product.

They also thought that feedback is a multi-faceted and thus situated practice. Hence, several students rejected a passive role in feedback practices and were highly selective and critical while implementing teachers' feedback. These points were also researched and the possible reasons were discussed in earlier studies including (Enginarlar, 1993; Radecki & Swales, 1988; Hyland, 1998; Conrad & Goldstein, 1999; Goldstein, 2006; Lee & Schallert, 2008; Goldstein & Kohls, 2009).

RQ 3b Is there a difference between EFL students' written feedback expectations and EFL teachers' written feedback orientations?

The second sub-question, RQ 3b aimed at finding out the differences between teachers and students in terms of the types of feedback used in writing classes. It was found that teachers and students did differ remarkably in their perceptions regarding Direct Feedback as the latter favored it more. In other words, compared to teachers, students were in favor of direct feedback more. However, both parties were in full agreement as to the use of indirect feedback.

Though teachers and learners also converged on their perceptions concerning the role of feedback on motivation, more students wanted their teachers to provide feedback that might boost their reflectivity and to give them negative feedback. This finding is in disagreement with a study by Saidon, Said, Soh and Husnin, 2018 where "students perceived negative feedback which was presumably the reasons why they claimed not to be motivated by this feedback". Further, teachers perceived negative feedback as somehow discouraging but students sounded as if they were more realistic in trying to understand their level in writing skills. This findings refer to a study by Yunus (2020) where teachers and students also diverged regarding "the amount, type, and necessity of the feedback".

Correspondingly, students' and teachers' perceptions did differ to a certain level. Students wanted to be given more direct feedback whereas teachers wanted to give more motivational

feedback. Given direct feedback was the most practiced type one on students' written products, it can be said that students' expectations were met by their teachers though their teachers claimed they did not prefer to practice in that manner. Also, students wanted their grammatical errors to be tolerated more than their teachers did.

RQ 3c Is there a difference between EFL students' written feedback expectations and EFL teachers' feedback giving practices?

RQ 3 aimed at revealing the difference between EFL students' expectations and EFL teachers' feedback giving practices. Quantitative and qualitative studies showed that students preferred direct feedback more than their teachers did. As the number of direct feedback was quite high on feedback papers, there seems to be no mismatch.

Also, in terms of indirect feedback, findings indicated a similarity as both parties tended to be led to corrected responses rather than spoon-fed. For motivational feedback, it is also not surprising that teachers liked to motivate their students through the use of feedback with multi-purposes and students seem to have been enjoying this process. With regard to Tolerance of Errors/Ambiguity as a separate type of feedback (Type 4) found out in this study, though teachers attached importance more to meaning students thought grammatical mistakes are more negligible. This finding concurs with the findings of a study where "participating students preferred delayed corrective feedback to immediate corrective feedback" (Rezalou, 2020). This said, delayed feedback might refer to tolerating errors for some time so that students could be given a chance to try again and find their own errors.

Students' expectations of their writing teachers' using feedback types and teachers' feedback practices did not differ much. This is an indication that there was not a remarkable mismatch between the perceptions of students and performances of teachers on feedback types. The results concur with previous research which investigated learners' perceptions or beliefs about

feedback-giving practices (Routman 2005, Gibbs; 2006; Carless 2009; Treglia, 2008; Zacharias, 2007; Dowden, Pittaway, Yost, & McCarthy, 2013).

For instance, Treglia (2008) indicated that learners “found most helpful the commentary that provided some acknowledgment of their writing, offered specific suggestions, and gave them choices”. They added that “in addition, many of the students felt discouraged by directives that didn't convey trust in their abilities to revise” (Treglia, 2008). In this study as well learners expressed their expectations regarding indirect feedback and motivational feedback most. In a similar vein, participating students in this study were also reactive against feedback that was prescriptive.

RQ 3 Is there a relationship between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices? If so, how?

Eventually, the response to the major third research question, RQ 3 showed that there is some difference between EFL students' written feedback expectations, EFL teachers' written feedback orientations, and the nature of their feedback on student writing practices.

Results also revealed that some students indicated their being selective in conforming to the comments given through feedback. They also told about their discontent about teacher expectation that every bit of feedback should turn into a change in the original paper of the students. This finding references some earlier studies (Zacharias, 2007; Selvaraj, Azaman, & Wahi, 2021). Zacharias (2007) found that “there seems to be a mismatch between the students' and the teacher's perception in the use of feedback” (p. 39).

Another important finding is students' differing comments on the timing of feedback so that it is benefitted maximally. While the majority of the students indicated their choice of a timely feedback, which is provided before finalizing the task, students to a lesser extent expressed an

opposite view, that is feedback after the task was finalized. The rationale of the former was based mostly on their anxiety regarding grades. If they were given feedback while writing, they would get higher grades upon completing the task in accordance with teacher feedback.

The rationale for the latter, in contrast, was more or less related to a concern regarding who would be the owner of the paper in the end. That is, if students got feedback on the way, they wouldn't feel that they owned their own paper but would share with someone else, teachers as feedback-givers. Therefore, students might see timing of feedback as "too late to be of much use to students" (Gibbs, 2006), and teacher feedback as something "that does not really qualify as feedback because it is not used actually" (Carless, 2009). Finally, students approach teacher feedback from a critical point of view regarding "which feedback they will use and why" (Tardy, 2006; Kumar & Kumar, 2010; Mahfoodh, 2011).

According to the results of the study, particularly for some students, motivational feedback was an agent in accelerating their orientation process at the faculty, verified by their comments. This is also in accord with the findings of earlier studies (Routman, 2005; Dowden, Pittaway, Yost & McCarthy, 2013).

In sum, this study with its quantitative and qualitative perspectives showed that learners approached feedback with differing views due to certain contextual factors as discussed above, ranging from the consideration of feedback as a scaffolding agent to violation of their own voice and being spoonfed.

Echoing Yu and Yang (2021), "researchers may also be inspired to further explore student responses and the rationale behind them by taking a sociocultural perspective", which is why the design and the results of this study could make findings of studies hitherto and henceforth more meaningful and suggestive.

As an epilogue, this doctoral study was based on a series of theories, including Socio-constructivist Theory, Learning-oriented Assessment, Feedback Theory, and Critical Pedagogy. All these contributed to the emergence of the research topic and the tools to collect and generate data. However, the multiplicity and multi-facetedness of the findings were a strong indication that the feedback-oriented orientations (perceptions/attitudes/practices/expectations) of EFL teachers and students were already theorized through the development of the EFL Writing Teachers' Written Feedback Orientations Scale and the EFL Students' Written Feedback Expectations Scale or as previously titled and field-tested Feedback-oriented Writing Teacher Identity Scale and Feedback-supported Writer Identity Scale respectively. Born out of these scales, The New Model of Feedback is also the theorization of the feedback types more or less commonly used by EFL teachers. As well, the emergence of *no feedback* designated as Tolerance of Errors/Ambiguity refers to the theorization of a practice of EFL teachers, which is avoiding giving feedback due to several reasons discussed earlier. The implications and applications regarding these theories are given in the next section with the purpose of revealing how synthesized theory and practice is, not only within the realms of this current study but in the real-time practices of research and teaching.

6.4 Implications

6.4.1 Theoretical Implications.

Theoretically this study contributed to a better understanding of EFL writing teachers' perceptions of feedback, i.e. whether, how and why they practice it. This was realized through the validation of two scales which helped emerge "A New Model of Feedback".

Initially based on earlier research studies and well-rooted theories on feedback and identity, the scales and the model they pointed to could be claimed to enhance our interpretation of the use of feedback in writing classes. For instance, apart from the types of feedback similar to types

of feedback in earlier studies such as direct or indirect feedback, the implementation of scales revealed that none-use of feedback is also a kind of input that could be a tool to better writing. If learners are given more than one chance to review and revise their writing tasks then teachers tend not to correct every error in the first trial in the sense that learners could take a chance to reflect upon their own writing and find the problems autonomously.

Moreover, unlike many studies in general and scales in particular, in addition to the major types of feedback, i.e., direct, indirect, sub-types for each, i.e., lexical competence, or semantic competence, were also investigated in this study.

The theoretical schemes of the scales were also encompassing in that each theory in the schemes contributed to the emerging of an aspect of feedback-related identities of teachers or students. For instance, feedback theory and identity theory were the core units of the model. Yet, Critical Pedagogy paved the ground to deal with issues from a critical-interpretative paradigm. Relevant data was collected through Critical Reflective Memos and Semi-structured Interviews. Additional and profound data that came from the use of artistic visual elements such as Graphic Elicitations and self-reflective agents such as Analytic Memos also strengthened the theoretical base of the new model of feedback.

All in all, the development of two scales and The Model of Feedback could be valuable contributions to the field related to teaching and assessing writing.

6.4.2 Methodological Implications.

As stated elsewhere two scales were originally developed to respond to the research questions of the study to come up with A New Model of Feedback. The New Model of Feedback is data-driven and the initial items were subjected to many rounds of reviews and revisions after piloting. Implemented twice, the subsequent data were exposed to factorial analyses and thus the items were categorized into different types of feedback, leading a new model of feedback.

In addition to the data-driven nature of the feedback scales, the procedures for data collection and validation processes are different from those in the original feedback model of Hattie and Timperley (2007). For instance, in this study, the models emerged as an output of two different scales. Though resting upon the same theoretical base, the scales were thoroughly designed and applied for the purpose of this study. The rigor, therefore, from the impetus of the initial idea of redefining feedback to the selection of the participants and all the processes henceforth could primarily be seen among the reasons why the methodology that led to the current results could lead to further studies.

The generation of multiple data instruments including Critical Reflective Memos, Semi-structured Interviews, Graphic Elicitations and Analytic Memos could be deemed valuable given the necessity of triangulation in research studies. As discussed above, perceptions, attitudes and practices might differ which therefore necessitates the use of different tools used at different times so as to come up with convergences or divergences, if at all.

The mixing-up all these tools to deal with the research topics in an in-depth manner paved the ground for cross-referencing and reorienting the results for better understanding of the pivotal issues.

6.4.3 Pedagogical Implications and Applications.

Feedback in written form provided by writing teachers in EFL contexts is commonly considered as vital to learning by teachers and learners. However, these two parties might hold different perspectives as to how and when feedback should be supplied and even whether it should be. In this study the voice of the both sides was taken into close account.

Also, teachers' and students' responses diverged to a certain level and their ideas regarding the content of feedback varied a lot. On the one hand, not few learners considered feedback as an intervention. On the other hand, their teachers tried to give as much feedback as possible for

the betterment of their writing skills. The disparity in how they made sense of feedback could pedagogically help teachers and learners to critically reflect upon their feedback-giving/receiving behaviors.

Moreover, the breadth and depth of feedback could be revisited by teachers for whom a default acceptance of the benefit of feedback is not rare. The reason is that such total acceptance might cause teachers to interfere but not intervene, in the process of the development of writing skills. This study revealed that the content of feedback is a sensitive issue especially from the view point of learners. The sensitivity intensifies as learners believe that teacher feedback diminishes the limit of their ownership over their writing products. This clash in the understanding of feedback by students and teachers refers to a fact that identity is an ever-changing phenomenon depending on a multiplicity of factors. And the *ideal* weight of those factors such as the role of teachers or the type, manner or timing of feedback is a controversial issue.

As discussed earlier, there is a gap between teachers' thoughts and practices about whether and how feedback is to be given. Institutional requirements and courseload of teachers seem to expand this gap. Therefore, teachers are recommended to be more free in their decisions as to whether, when and how they give feedback. The rationale is that mostly they are already aware of the needs of their students and put efforts into learners' development of writing skills. On the other hand, when teachers give feedback in a completely institutionalized manner, teachers can interfere in learners' writing process not intervene. Therefore, the breadth and depth of feedback could be revisited by teachers for whom a default acceptance of the benefit of feedback is not rare.

Moreover, learners can participate in the meetings for the planning of writing courses during the semesters so that no feedback choice is seen as an obligation but a form of guidance. In a similar vein, critical feedback sessions could be organized by them in written or oral form where not only teachers convey feedback on student papers but students can also give feedback on the

comments they have received earlier or at the moment. Such interaction would lead to the spread of meta-feedback between learners and teachers that could contribute to the development of each side from several angles, such as cognitive, social, problem-solving or writing skills.

Last but not least, The Model of Feedback could be used as a rubric by EFL teachers so as to examine their feedback preferences on a weekly or monthly basis. The resulting amounts of feedback types could make teachers understand whether they use feedback types in a balanced manner or they favor one over another. The (im)balance can at least be tool to reflect upon a possible relationship between teachers' current feedback preferences and students' writing performances.

To sum, from several perspectives, the results of this study could benefit teachers and learners who may be involved in the writing process with a more keen understanding of their own feedback-related behaviors and safe practice of feedback in academic milieus.

6.5 Limitations

Though teachers' written feedback was gauged and discussed in detail in this study, the contributions of teachers' oral feedback in the form of student-teacher conferences or peer feedback, be it written or oral, to teacher feedback were not studied. Future researchers might deal with written teacher feedback in relation to other uses, as well.

Another limitation is that writing skills are supposed to develop in time, the length of which can highly vary from person to person. Therefore, giving feedback on a longer time run could have been better in terms of the examination of the constructs under scrutiny in this study, namely, writing skills, feedback, and writing teacher/writer identity.

Similarly, the identity of EFL learners in this study is limited to academic writing that was observed in writing classes at faculty. However, writing is multi-purpose and commonly perceived and used in other paper and pen settings or digital platforms. Particularly, the writing

input and output on the part of EFL learners on digital platforms be they for academic purposes such as online communities, i.e. Google classroom, Moodle or free time writing on social media settings were not investigated in this study.

In this doctoral study, in addition to the attitudes of teachers' feedback-giving behaviors, their real-time practices were also searched for by means of the analysis of student papers for which teachers provided feedback at an earlier time. This said, both the perceptions or attitudes and the practices of teachers were aimed to be understood better within a comparative manner. However, although learners' perceptions towards their teachers' feedback-giving behaviors were aimed to be revealed, their comments were collected on the concept of feedback they had been experiencing in writing classes but not specifically on feedback on the papers analyzed. This said, the feedback units written by teachers on student papers were not commented directly by the students. This might have added more correspondence between what teachers did on papers and what students got from them.

6.6 Recommendations for Future Research

In line with the abovementioned limitations further research might deal with following issues.

Skills together with those of writing could be dealt with in a more integrated manner. That is, the effect of written feedback not only writing skills but some others such as reading could be searched upon in studies in future.

A case study might be conducted to reveal the effect of teachers' written feedback on the development of EFL learners' writing skills so that the length of a possible effect of feedback and its effect size could be found out. A longer span of investigation than that of this study could give more insights as to whether writing tasks marked with teacher feedback help learners last their feedback-supported writer identities, if any.

In real-time practices of feedback, teachers' written and oral feedback are frequently interwoven that is learners are provided with feedback via different means concurrently. Therefore, researchers in future might be interested in the effect of oral feedback embedded in written feedback in individual or group feedback sessions in writing classes.

Feedback conveyed via conventional means such as paper and pen and more contemporary ones such as online or offline digital platforms can be an advantageous vantage to study upon as more knowledge seems to be needed regarding the nature of either and their investigation in a comparative manner particularly in EFL settings.

Likewise, in recent years, writing has been evolved into a way to express oneself particularly with the emerging popularity of the social media. Once neglected to the commonality of speaking in social life, writing now has become the umbrella term for the use of not only letters but also emojis or signs unique to the internet in general and the social media in particular. Given the vastness of the input on these contemporary channels, the instruction and evaluation of writing through feedback with might yield different and differing perspectives. Therefore, feedback on not only academic writing skills in conventional ways but also feedback on social media writing (be it for academic or non-academic i.e. entertainment, critical politics) could be a research issue to elaborate upon.

Last but not least, unlike in this study future research might delve into the attitudes of practices of teachers and students at K12 level. Cross-referenced studies conducted with learners studying at K12, university and higher education (MA or PhD) might be a rich input for the stakeholders involved in the process of learning and teaching including educational programmers, teachers and learners.

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APPENDICES

APPENDIX A: AN INDEX CARD USED IN THE QUALITATIVE STUDY

INDEX CARD	<i>PARTICIPANT INITIALS:</i>		
QUALITATIVE DATA TOOLS FOR THE PhD DISSERTATION BY ELİF GÜRERGENE			
<i>DATA GENERATION / COLLECTION TOOLS</i>			
1. FEEDBACK PAPERS			
2. CRITICAL REFLECTIVE MEMOS BY TEACHERS			
3. SEMI-STRUCTURED INTERVIEW			
4. STIMULATED RECALL INTERVIEW			
5. GRAPHIC ELICITATION			
6. ANALYTIC MEMO			
7. REFLECTIVE MEMOS BY STUDENTS			
8. INTERVIEW WITH STUDENTS			
9. TEACHER / STUDENT QUESTIONNAIRE			
10. VISITING			
<i>ARTEFACTS</i>			
SYLLABUS			
WRITING/GRADING CRITERIA			
CORRECTION SYMBOLS			
WRITING PACK/DOCUMENTS			
NOTES			

APPENDIX B: THE EFL WRITING TEACHERS' WRITTEN FEEDBACK ORIENTATIONS SCALE

(The subsequent title recommended to be used due to reasons discussed in CHAPTER IV

Data Collection and Procedures 4.7.2 Research Question 2)

(FEEDBACK-ORIENTED WRITING TEACHER IDENTITY SCALE FOR EFL TEACHERS, initial title used during the administration of the scale.)

Dear participating teacher,

This scale has been written for my PhD dissertation to find out the relationship between the nature of teacher feedback on EFL learners' essays and writing teacher identity, if any. All information provided will be confidential and anonymous. Please feel free to ask about the results of the study upon completion. You can fill in the questionnaire either in English or Turkish. I sincerely thank you for your valuable time and contribution. For contact: elifgurergene@gmail.com.

PART 1 Descriptive Information

Please circle or write what is appropriate for you in the blanks and specify "other" parts.

• Name: Gender: Age: e-mail: Earlier workplace
K12 Private K12 State Private University State University Other -----

• Workplace at present
Private University State University Other -----

• Year of teaching experience -----

• Level of education
BA MA PhD Other -----

• Which university are you a graduate of?
State Private Other -----

Which department did you graduate from? ELT Literature Linguistics Other -----

• Native speaker of English Yes No Other -----

• Level of English proficiency C2 C1 B2 B1 A2 A1

• Please indicate the type and number of writing courses you have taken at university.

• Which writing courses are you offering at present? -----

- How many years have you been teaching writing classes?

- Have you been taught how to give feedback during pre-service education?

Yes (How?) ----- No

- Have you been taught how to give feedback during in-service education?

Yes (How?) ----- No

PART 2 Evaluative Items: Please circle the number that is relevant to you most.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree
Rating

WHILE GIVING WRITTEN FEEDBACK TO MY STUDENTS'
COMPOSITIONS/ESSAYS ...

1. I draw my students' attention to the inappropriate performance of the writing task through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4 5
2. I draw my students' attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4 5
3. I directly correct the wrong use of words. 1 2 3 4 5
4. I make ambiguous words clear without directly correcting them.
1 2 3 4 5
5. I draw my students' attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4 5
6. I directly correct the wrong grammatical forms. 1 2 3 4 5
7. I draw my students' attention to the inappropriate use of conjunctions (and, but, so, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4
5
8. I directly correct the wrong use of conjunctions. 1 2 3 4 5
9. I draw my students' attention to the inappropriate use of spelling rules through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4 5
10. I directly correct the wrong use of spelling errors. 1 2 3 4 5
11. I directly correct the wrong use of punctuation rules. 1 2 3 4 5
12. I tolerate ambiguous sentences if they are grammatically correct.
1 2 3 4 5
13. I directly make ambiguous sentences clear. 1 2 3 4 5
14. I directly correct the wrong use of metaphors and idioms in a sentence. 1 2 3 4 5

15. I tolerate grammatical errors if the overall meaning of expressions is well-understood.
1 2 3 4 5
16. I directly correct the errors regarding the logical development in students' compositions/essays. 1 2 3 4 5
17. I evaluate each sentence in relation to other sentences in students' compositions/essays. 1 2 3 4 5
18. I use an indirect language by using correction symbols, images, or emojis to motivate them. 1 2 3 4 5
19. I guide students through written notes/questions to reflect upon the overall meaning. 1 2 3 4 5
20. I guide students through notes/questions for students to improve the overall meaning. 1 2 3 4 5
21. I give students more than one chance for improving their compositions/essays.
1 2 3 4 5
22. I evaluate the overall quality of writing to emphasize students' strengths.
1 2 3 4 5
23. I evaluate aspects of writing quality (content, organization, grammar, vocabulary etc.) separately to directly correct each. 1 2 3 4 5
24. I give my students positive feedback through praise or motivating comments such as "Good student" or "Great effort", etc. 1 2 3 4 5
25. I give my students negative feedback through comments such as "I could not understand the final part." or "Be careful with the topic sentence.", etc.
1 2 3 4 5
26. I use phrases such as "I think, Maybe, Next time, you can ..." etc. to soften my negative feedback. 1 2 3 4 5

Please answer the following questions based on your own experiences as a (writing) teacher.

- What are the reasons that play a role in your students' preferences about the type of feedback in writing classes?
- What are the reactions of your students on your feedback in writing classes?
- Do you think those reactions might have a role in shaping your writing teacher identity? If yes, how and why? If no, why?
- How would you define a "writing teacher identity"? Do you think feedback might have a role in shaping your writing teacher identity? If so how?
- How would you define the concept of "feedback-oriented writing teacher identity"?

Thank you for your valuable contribution. Elif Gürergene

APPENDIX C: THE EFL STUDENTS' WRITTEN FEEDBACK EXPECTATIONS SCALE

(The subsequent title recommended to be used due to reasons discussed in CHAPTER IV

Data Collection and Procedures 4.7.3 Research Question 3)

(FEEDBACK-SUPPORTED WRITER IDENTITY SCALE FOR EFL LEARNERS, initial title used during the administration of the scale.)

Dear participant,

This scale has been written for my PhD dissertation aiming to find out the relationship between the nature of teacher feedback on EFL learners' compositions/essays and the writer identity of EFL learners, if any. All information provided will be confidential and anonymous. Please feel free to ask about the results of the study upon completion. You can fill in the questionnaire either in English or Turkish. Thank you for your valuable time and contribution. For contact: elifgurergene@gmail.com.

PART 1 Descriptive Information

Please circle or write what is appropriate for you in the blanks and specify "other" parts.

- Name: Gender: Age: e-mail:
- Where you currently study is a Private University

State University Other -----

- Which grade are you at now? -----
- Which department do you study at now? -----
- "I am a native speaker." Yes No Other -----
- Level of English Proficiency A1 A2 B1 B2 C1 C2
- How many years have you been learning English?

-
- Please indicate the type and number of writing courses you have taken at university up to now.

-
- Which writing courses are you taking at present?

-
- How often do you get written feedback from your writing teachers?

- In what manner do you get feedback from your writing teachers most?
Verbal Written Mixed
Other -----
- Do you apply what your writing teachers tell you through feedback?
Yes No
Other -----
- Do you comment on or ask questions to your writing teachers about their feedback on your compositions/essays?
Yes No
Other -----

PART 2 Evaluative Items: Please circle the number that is relevant to you most.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree
Rating

WHEN MY WRITING TEACHER GIVES WRITTEN FEEDBACK TO MY COMPOSITIONS/ESSAYS ...

1. I expect my writing teacher to draw my attention to the inappropriate performance of the writing task through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4 5
2. I expect my writing teacher to draw my attention to the inappropriate use of words through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4 5
3. I expect my writing teacher to directly correct the wrong use of words.
1 2 3 4 5
4. I expect my writing teacher to make ambiguous words clear without directly correcting the wrong use. 1 2 3 4 5
5. I expect my writing teacher to draw my attention to the inappropriate use of grammatical forms through correction symbols (✓, X, ?, Gr, Sp, etc.).
1 2 3 4 5
6. I expect my writing teacher to directly correct the wrong grammatical forms.
1 2 3 4 5
7. I expect my writing teacher to draw my attention to the inappropriate use of conjunctions (and, so, but, etc.) through correction symbols (✓, X, ?, Gr, Sp, etc.).
1 2 3 4 5
8. I expect my writing teacher to directly correct the wrong use of conjunctions.
1 2 3 4 5

9. I expect my writing teacher to draw my attention to the inappropriate use of spelling rules through correction symbols (✓, X, ?, Gr, Sp, etc.). 1 2 3 4 5
10. I expect my writing teacher to directly correct the wrong use of spelling errors.
1 2 3 4 5
11. I expect my writing teacher to directly correct the wrong use of punctuation rules.
1 2 3 4 5
12. I expect my writing teacher to tolerate ambiguous sentences if they are grammatically correct. 1 2 3 4 5
13. I expect my writing teacher to directly make ambiguous sentences clear.
1 2 3 4 5
14. I expect my writing teacher to directly correct the wrong use of metaphors and idioms in a sentence. 1 2 3 4 5
15. I expect my writing teacher to tolerate grammatical errors if the overall meaning of expressions is well-understood. 1 2 3 4 5
16. I expect my writing teacher to directly correct the errors regarding the logical development in my compositions/essays. 1 2 3 4 5
17. I expect my writing teacher to evaluate each sentence in relation to other sentences in my compositions/essays. 1 2 3 4 5
18. I expect my writing teacher to use an indirect language by using correction symbols, images, or emojis to motivate me. 1 2 3 4 5
19. I expect my writing teacher to guide me through notes/questions to reflect upon the overall meaning. 1 2 3 4 5
20. I expect my writing teacher to guide me through notes/questions for students to improve the overall meaning. 1 2 3 4 5
21. I expect my writing teacher to give me more than one chance for improving my compositions/essays. 1 2 3 4 5
22. I expect my writing teacher to evaluate the overall quality of my writing to emphasize my strengths. 1 2 3 4 5
23. I expect my writing teacher to evaluate aspects of writing quality (content, organization, grammar, vocabulary, etc.) separately to directly correct each.
1 2 3 4 5
24. I expect my writing teacher to give me positive feedback through praise or encouraging comments such as “Good student” or “Great effort”, etc.
1 2 3 4 5

25. I expect my writing teacher to give me negative feedback through comments such as “I could not understand the final part.” or “Be careful with the topic sentence.”, etc.

1 2 3 4 5

26. I expect my writing teacher to use phrases such as “I think, Maybe, Next time, you can ...” etc. to soften negative feedback. 1 2 3 4 5

Please answer the following questions based on your own experiences as a student.

- What is the type / nature of feedback you expect from your writing teacher?
- What could be the reasons behind the type of feedback you expect from your writing teacher?
- What is writer identity? Do you think feedback might have a role in shaping your writer identity? If so how?
- How would you define the concept of “feedback-supported writer identity”?

Thank you for your valuable contribution. Elif Gürergene

APPENDIX D: GUIDING NOTES / QUESTIONS ON CRITICAL REFLECTIVE MEMOS (TEACHERS)

(Prompts/Questions from different CRMs were merged.)

GUIDING NOTES/QUESTIONS FOR REFLECTIVE MEMOS BY EFL TEACHERS

Writing a reflective memo can simply be considered as a way to face our choices and rationales behind them. Yet, the consequence of thinking reflectively can be more significant than itself: Awareness about our behaviors and (latent) thoughts shaping them in the background.

Additionally, a critical-reflective memo might be deemed as a strategic tool to find out the gap, if any, between one's perceptions of/about a notion and performances regarding it. Doubtlessly, it could have a power of transformation of one's cognitive or behavioral preferences.

Therefore, I would like to kindly ask about your thoughts or feelings about the following concepts and *what they mean to you as a language teacher in general and a writing teacher in specific*.

- writing skills
- feedback
- strategies of giving feedback
- writing teacher identity
- factors affecting a writing teacher identity

Also, your memo should address, but not limited to, the following issues:

- your definition/perception of feedback in general and for writing classes
 - how you learnt to give feedback
 - how you give feedback at present
 - your definition/perception of a writing teacher identity
 - what constitutes a writing teacher identity
 - whether there is a relationship between feedback and a writing teacher identity
-
- Do you think *giving feedback in skills instruction*, in general, and *in writing instruction*, in specific, is important? If so, to what extent?
 - Can you define *an EFL learner's writer identity*? What could be *the factors* that help develop it?
 - What do you think about *the role of feedback in developing EFL learners' writer identity*, if any?
 - How would you define *feedback-supported writer identity for EFL learners*?
 - What *type of feedback* do EFL learners expect from their teachers, particularly in writing classes? Why?
 - What type of feedback do you provide to your students in writing classes?
 - What are the driving forces that affect your preferences regarding the type of feedback you give to your students in writing classes?
 - What is the reaction of your students on your feedback in writing classes?
 - Does that reaction have a role in your writing teacher identity?
 - Do you think students' feedback on teachers' feedback in writing classes is important? If yes, why?

- Could you please reflect on
 - whether feedback has played a role in how you have delivered the content
 - whether *your identity as a writing teacher* has affected what you have taught and how you have taught
 - whether what you have taught and how you have taught have affected *your identity as a writing teacher*.
- Could you please comment on the following quotations in the light of your lived teaching experiences?
 - “Identity construction is not simply something that individuals are subjected to but rather something that they too play an agentive role in” (Tardy, in Manchón & Matsuda, eds., 2016).
- Could you please reflect upon whether your feedback up until now seems to have improved your students’ writing skills.
- What are your priorities while giving written feedback?
- How do you evaluate the possible effect of holistic and analytic grading on the development of learners’ writing skills?
- Could you please evaluate
 - content of writing classes, e.g. whether it has been comprehensive or the points to supplement the following semester?
 - type and amount of feedback you have provided in writing classes?
 - whether your students have benefitted from the content and feedback in writing classes, if yes to what extent?
 - factors having affected/developed/transformed your identity as a writing teacher?
 - your thoughts and feelings about being a “*Cooperating Collaborating teacher*” in a PhD dissertation research and participation of your students in this study as well?

Please feel free to share any of your thoughts without filtering them and be sure that all information will be kept anonymous and confidential. Thank you for your generous contribution to an academic study. Please contact for any question: elifgurergene@gmail.com

APPENDIX E: GUIDING NOTES / QUESTIONS ON CRITICAL REFLECTIVE MEMOS
(LEARNERS) (Questions from different CRMs were merged.)

GUIDING NOTES FOR REFLECTIVE MEMOS BY EFL LEARNERS

Dear participant,

This form has been designed to explore your reflections regarding your writing teachers' written feedback on your writing assignments. This said, it will be more than enough if you could reflect upon them and express your thoughts and feelings as much as possible. Questions are only here to navigate you through the major concepts of the study. Therefore, there is no right or wrong choice for each question. You do not have to follow the questions respectively but might merge them, if possible.

Please answer the questions based on your experiences as learners of writing in a foreign language.

GUIDING QUESTIONS FOR REFLECTIVE MEMOS BY EFL LEARNERS

- How do you receive feedback from your writing teachers?
- How would you like to receive feedback? Why?
- What could be the determining factor behind your favoring one type of feedback over another, if any?
- As a student having attended writing classes, what do you think a writer identity could be and how could it be defined?
- Would you like your writing teachers to correct your errors directly or to guide you through questions to make meaning clearer?
- Do you think written feedback by your writing teachers has a role in improving your writing skills? If so what is the extent of it? Is it permanent or only for a short time?
- Do you revise / edit your papers after they have been commented by your writing teachers?
- If so how?
- Do you think the more written feedback is provided the higher grades you get? Or vice versa? Why?
- Do you prefer feedback on the process of writing or on the end product? Both? None? Please explain.
- How would you like your teacher to address you while giving feedback? Using "you", or "your name" or using impersonal style (e.g. Instead of saying you did a good job saying, it is a good job.)
- Do you think you have a writer identity in English as an EFL language?
- What do you think might be the factors shaping your writer identity?
- Do you think there is "feedback-supported writer identity" for EFL learners? If yes, how would you define it?

Please feel free to share any of your thoughts without filtering them and be sure that all information will be kept anonymous and confidential. Thank you for your generous contribution to an academic study. *Please contact for any question:*

elifgurergene@gmail.com

APPENDIX F: A SEMI-STRUCTURED INTERVIEW PROTOCOL (FOR TEACHERS)

A SEMI-STRUCTURED INTERVIEW PROTOCOL FOR A QUALITATIVE STUDY OF
A
PhD DISSERTATION BY ELİF GÜRERGENE
I. PROTOCOL

Dear Participant,

First, I thank you for contributing generously to this doctoral research. Please read this protocol and raise any question whenever you are dubious about any point concerning the study.

1.1 INTRODUCTION

The purpose of this study is to *examine if there was a relationship between the nature of teacher feedback on student writing practices and perceptions of EFL teachers' and their students' identity as writers*. Worth noting is the analysis of the nature of feedback which is going to be conducted by a model with four layers by Hattie and Timperley (2007). The major issue is however the role of feedback in how EFL learners and teachers perceive their writer identity, which is not much researched in the field.

To my current knowledge, the direct relationship between the nature of feedback and identity of writing teachers, if any, hasn't been investigated from a multiplicity of theoretical perspectives hitherto, which is being done in this study.

Therefore, I would like to kindly ask about your thoughts or feelings *mainly* about the following concepts and *what they mean to you as a language teacher in general and a writing teacher in specific*.

- writing and writing skills
- writing teacher identity
- factors affecting a writing teacher identity
- feedback
- strategies of giving feedback
- feedback-oriented writing teacher identity

1.2. RESEARCH QUESTION

- What are the perceptions and performances of EFL teachers concerning feedback-oriented writing teacher identity?

II. CONSENT FORM

I assure you that all the information will be kept anonymous and confidential. Also, you may skip any question you like and have the very right not to respond to any part in this protocol. After the interview data is transcribed, I am going to send you a copy for your confirmation.

I have read the brief information on this consent form and volunteer in the study by being an interviewee on the assigned topic. I also consent the interviewer to audio record the interview.

Name of the Participating Teacher / Student

Signature

I have informed the interviewee about the purpose of the interview, confidentiality, time length, and audio-recording of the study.

Name of the Researcher Elif Gürergene

Signature

III. INTERVIEW QUESTIONS FOR TEACHERS

Questions may not be asked in the following order and when needed they can be merged or verbalized in a different way.

1. What is your definition/perception of feedback in general and for writing classes?

2. How did you learn to give feedback?
3. How do you give feedback at present?
4. What are the types of feedback you provide to your students?
5. What are the driving forces that might affect your preferences regarding the type of feedback you give to your students in writing classes?
6. How do you evaluate the content of your writing classes and how did your students react to them?
7. What is your definition/perception of a writing teacher identity?
8. What constitutes a writing teacher identity?
9. Is there a relationship between feedback and a writing teacher identity?
10. Has *your identity as a writing teacher* affected what you have taught and how you have taught in writing classes?
11. Has what you have taught and how you have taught have affected *your identity as a writing teacher*?
12. What comes to your mind when you hear a concept as *feedback-oriented writing teacher identity*?
13. What is the reaction/comment of your students on your feedback in writing classes?
14. What could be the possible effect of such reaction/comment on your writing teacher identity?
15. Has your feedback up until now improved your students' writing skills?
16. What is your comment or stance regarding the following quote?
"Though controversy continues as to whether error feedback helps L2 student writers to improve the accuracy and overall quality of their writing (Ferris, 1999a; Truscott, 1996, 1999), most studies on error correction in L2 writing classes have provided evidence that students who receive error feedback from teachers improve in accuracy over time" (Ferris & Roberts, 2001).

IV. GRAPHIC ELICITATION FOR TEACHERS

4.1. Could you please draw your perception of a writing teacher identity?

MORE SPACE IN THE ORIGINAL PROTOCOL

4.2. Could you please draw yourself as a writing teacher *while giving feedback*?

MORE SPACE IN THE ORIGINAL PROTOCOL

Thank you and please contact elifgurergene@gmail.com for any question or comment.

APPENDIX G: A SEMI-STRUCTURED INTERVIEW PROTOCOL (FOR LEARNERS)

A SEMI-STRUCTURED INTERVIEW PROTOCOL FOR A QUALITATIVE STUDY OF

A

PhD DISSERTATION BY ELİF GÜRERGENE

I. PROTOCOL

Dear Participant,

First, I thank you for contributing generously to this doctoral research. Please read this protocol and raise any question whenever you are dubious about any point concerning the study.

1.1 INTRODUCTION

The purpose of this study is to *examine if there was a relationship between the nature of teacher feedback on student writing practices and perceptions of EFL teachers' and their students' identity as writers*. Worth noting is the analysis of the nature of feedback which is going to be conducted by a model with four layers by Hattie and Timperley (2007). The major issue is however the role of feedback in how EFL learners and teachers perceive their writer identity, which is not much researched in the field.

To my current knowledge, the direct relationship between the nature of feedback and identity of writing teachers, if any, hasn't been investigated from a multiplicity of theoretical perspectives hitherto, which is being done in this study.

Therefore, I would like to kindly ask about your thoughts or feelings *mainly* about the following concepts and *what they mean to you as a language teacher in general and a writing teacher in specific*.

- writing and writing skills
- writing teacher identity
- factors affecting a writing teacher identity
- feedback
- strategies of giving feedback
- feedback-oriented writing teacher identity

1.2. RESEARCH QUESTION

What are the perceptions of EFL students concerning feedback-supported writer identity?

II. CONSENT FORM

I assure you that all the information will be kept anonymous and confidential. Also, you may skip any question you like and have the very right not to respond to any part in this protocol. After the interview data is transcribed, I am going to send you a copy for your confirmation.

I have read the brief information on this consent form and volunteer in the study by being an interviewee on the assigned topic. I also consent the interviewer to audio record the interview.

Name of the Participating Teacher / Student

Signature

I have informed the interviewee about the purpose of the interview, confidentiality, time length, and audio-recording of the study.

Name of the Researcher Elif Gürergene

Signature

III. INTERVIEW QUESTIONS FOR STUDENTS

1. How would you like your teacher to give you feedback in writing classes?
2. What could be the determining factor behind your favoring one type of feedback over another, if any?
3. As a student having attended writing classes, what do you think a writer identity could be and how could it be defined?
4. How do you receive feedback from your writing teachers?
5. How would you like to receive feedback? Why?
6. Would you like your writing teachers to correct your errors directly or to guide you through questions to make meaning clearer?
7. Do you think written feedback by your writing teachers has a role in improving your writing skills? If so what is the extent of it? Is it permanent or only for a short time?
8. Do you revise / edit your papers after they have been commented by your writing teachers? If so how?
9. Do you think the more written feedback is provided the higher grades you get? Or vice versa? Why?
10. Do you prefer feedback on the process of writing or on the end product? Both? None? Please explain.
11. How would you like your teacher to address you while giving feedback? Using “you”, or “your name” or using impersonal style (e.g. Instead of saying *you did a good job* saying, *it is a good job.*)
12. Do you think you have a writer identity in English as an EFL language?
13. What do you think might be the factors shaping your writer identity?
14. Do you think there is “feedback-supported writer identity” for EFL learners? If yes, how would you define it?

IV. GRAPHIC ELICITATION FOR STUDENTS

- 4.1. Could you please draw **your perception of a writer identity**?

MORE SPACE IN THE ORIGINAL PROTOCOL

- 4.2. Could you please draw **yourself as a student while receiving feedback**?

MORE SPACE IN THE ORIGINAL PROTOCOL

Thank you and please contact elifgurergene@gmail.com for any question or comment.

APPENDIX H: AN EXCERPT FROM THE THEMED CODEBOOK FOR CRITICAL REFLECTIVE MEMOS (TEACHERS)

CODEBOOK (Codes N= 51) (Themes N= 16)		
<i>Short Description</i>	<i>Detailed description</i>	<i>Typical Examples</i>
THEME 6 FB ATTITUDES		
1. developing humane attitudes by means of the language of fb	attitudes towards giving feedback regarding how it is given rather than what is given as fb	CRM1_CE: For me, the most essential part of it is definitely refraining from discouraging the students. Therefore, I try to be careful with the wording of my criticism if there is any. Once their writing is well-suited with all our expectations of them, meaning they get the basic topic-concluding sentence structures, usage of linkers and have few grammar and vocabulary mistakes, I make more room to encourage their creativity, to lead them to try new structures. CRM1_KE: I always try to write a personal note to the students to show that I have something in common with them. Every elementary student writes a paragraph about their best friend, hometown or favorite book, I always add a small note saying that “Oh, I’d love to visit, I love that book too, your best friend sounds fun.”etc. I believe it helps me to get closer with them. During the first weeks, many students pretend to be shy so to me those short notes are a way of helping them to get out of their shells.

APPENDIX I: AN EXCERPT FROM THE THEMED CODEBOOK FOR CRITICAL REFLECTIVE MEMOS (LEARNERS)

CODEBOOK (Codes N= 48) (Themes N= 15)		
<i>Short Description</i>	<i>Detailed description</i>	<i>Typical Examples</i>
THEME 2 FB EFFECT ON STUDENTS		
1. FB EFFECT ON PERFORMANCE		S31. CRM-AG-W11 I think more written feedback does not play role about our grades because an instructor can write dozens of thing but these things must be learned by student efficiently. S32. CRM-AG-W11 I always revise my writing according to the comments of my instructor and firstly I always revise my grammatical mistakes. Then, I focus on the idea organization part. I think that the more written feedback is provided, the more I improve my writing skill and thanks to this situation, the higher grades I get. S70. CRM-IU I don't review (fb given) much afterwards because others' thoughts and discourse confuse the course of events and order, my mind, and my creativity dies. S71. CRM-IU I see the interest is decreasing compared to th S74. CRM-IU (My teacher) connects important points (while giving fb). Of course I look at my mistakes. When I write upon reviewing (teacher fb) I happen to have written a more comprehensible text. S76. CRM-IU (Written fb) does not any effect (on the development of my writing skills). I don't (review the fb given afterwards) because I only knew it is wrong. I don't know the reason. Honestly, it don't feel like have a look at (the fb given). Naturally, I continue doing the same mistake without noticing.

APPENDIX J: AN EXCERPT FROM THE THEMED CODEBOOK FOR SEMI-STRUCTURED INTERVIEWS AND GRAPHIC ELICITATIONS (TEACHERS)

QUALITATIVE TEACHERS (N= 11) SSIs (N=8) Codes: 80 THEMING_N= 10		
THEME 6 INSTITUTIONAL FACTORS		
1. UNIVERSITY/ WORKPLACE	how fb is given institution-wise	AS_SSI: “One of the reasons why I give fb this way is of course the institution. They want me to give fb but I think I do more than they want me to do so.” AS_SSI: “As I don’t give fb very freely now, I think its effect is limited because everything is standard at the institution where I work. The topics I covered, the essays I made them to write, they don’t want us to go beyond the standard because they try to prepare for the proficiency exam. As everything is organized according to the proficiency exam, I don’t want to step out of the standard because I don’t want student be left behind as all in all they have a purpose. Therefore I think this limits my style, writing teacher ID to some degree.”

APPENDIX K: AN EXCERPT FROM THE THEMED CODEBOOK FOR SEMI-STRUCTURED INTERVIEWS AND GRAPHIC ELICITATIONS (LEARNERS)

CODEBOOK ON ST SSIs FULL					
Codes N= 22					
THEMING_N= 9					
SU1BYZ: 14 codes	SU4SLMC: 13 codes	SU7NVN: 9 codes	SU10FRK: 8 codes	SU13IDA: 10 codes	IAU16BKT: 10 codes
SU2ASN: 10 codes	SU5EMN: 9 codes	SU8DRN: 12 codes	SU11BSR: 12 codes	SU14DLR: 16 codes	IAU17SLN: 11 codes
SU3MST: 11 codes	SU6CGD: 13 codes	SU9CE: 12 codes	SU12FRM: 11 codes	IAU15BYZ: 11 codes	
Short Description	Detailed description	Typical Examples			
THEME 4 IMPLEMENTATION OF FB AND ITS EFFECT					
8. conforming to fb guidance	revising writing papers according to directions on teacher fb	SU4SLMC: “Absolutely a mid-way (I follow while making revisions based on fb). As this is my paper, my writing, I correct my mistakes. However, if the fb is on the content, I write it myself. This is my obstinacy. But not much (<i>laughing</i>). (I do not let the teacher interfere) in the content. As a matter of fact I write what I want. For instance, if I have a grammar mistake like tense, punctuation marks, I definitely correct them. But if the teacher said the content is quite wrong, I necessarily correct it but still in the way I know. ” “There is not an atmosphere where you could show such resistance. In the end we get marks from these (works). This is an important point for us (<i>laughing</i>). In the end we must do the way the teacher wants.” SU5EMN: “I try to correct everything she told. But when we can’t, we request help.” SU9CE: “I generally revise (my paper on the basis of the teacher fb) verbatim. I suppose this is mostly because I would like to give what is expected of me. There is also grade concern.” SU12FRM: “If could (tell myself that) it is OK there, it doesn’t block the flow, then I might not do exactly as the fb tells. If it is not a very big mistake.” SU13IDA: “For example if I don’t want to work hard, I just change everything as she please. But if I want to work hard, I realize it completely by myself. For ex there was one word some simple word ? unique I used that and she (the writing teacher) told me to change it. I didn’t wanted to since I thought that this word is clear and quite good. I’m trying not to changing the specific word. I see this word as a frame and I’m trying to change completely everything but not <i>this word (emphasis) (laughing)</i>. I can fix mistakes but in different way. Maybe you will be wrong. I don’t know I become stubborn sometimes. Since I’m so critical about my writing and also I’m a bit selfish.”			

APPENDIX L: AN EXCERPT FROM THE THEMED CODEBOOK FOR ANALYTIC
MEMOS (TEACHERS)

CODEBOOK (Codes N= 42) (Themes N= 10)		
<i>Short Description</i>	<i>Detailed description</i>	<i>Typical Examples</i>
THEME 3 FB TYPES/CONTENT		
1. NEGATIVE FB	fb given in a realistic manner so as to make learners become aware of their errors	DK_AN ANALYTIC MEMO_SSI_13.5.2019 The first point he mentioned for example was that fb is generally given in a negative manner, in the form of demotivating criticism. He gave an example from his own life but later he said that at the end of the day it was good to get such fb. He must have turned the negative side of fb into positive.
2. EXPLICIT FB	Fb given in a direct or straightforward manner on learners' errors for them to progress	DK_AN ANALYTIC MEMO_SSI_13.5.2019 DK sounds as if he attached much importance to the realities of his workplace or the differences among students at different settings. Therefore, he does not deny the fact that though self-fb is important in many cases students may demand for explicit way for it.

APPENDIX M: AN EXCERPT FROM THE THEMED CODEBOOK FOR ANALYTIC
MEMOS (LEARNERS)

CODEBOOK (Codes N= 46) (Themes N= 14)		
<i>Short Description</i>	<i>Detailed description</i>	<i>Typical Examples</i>
THEME 5 CODED FB		
1. CODED FB	fb provided by means of correction codes such as gr, sp, or ww.	10 SU FRK_GE 2 FRK said he (on the right) is more bored than he seems in the graph and he said he had never seen any paper where there are no RW letters. Mentioning the high number of students of each teacher, he claims teachers become robotized while giving fb and these letters RQ are the evidence for it. Apart from all these he also thinks face to face fb (like they do this year with AG) gives you the chance to have some chat and relax and see “beyond the speech”.
2. UNDERLINING AS FB	only underlining erroneous parts on an essay so that learners could become salient concerning their errors	16 IAU BKT_AN ANALYTIC MEMO_SSI 1_13.5.2019 BKT supports the use of fb at the end of the writing process because to her if she get fb during the process then this might cause some confusion while selecting among the alternatives. She was not sure whether her teachers’ providing alternatives is good for her or not. Still when compared to underlined-only fb she prefers some explanations as she might not make meaning out of those signs.

APPENDIX N: A SAMPLE OF FEEDBACK PAPERS (An Original Paper)

There are several ways to be popular on the internet. The first ^{way} reason is that people should use photoshop for being popular on the internet, because people can both like beautiful or handsome to ^{other} people who use photoshop. Furthermore, people can learn photoshop from somewhere, such as youtube and internet websites. Secondly, if people take a beautiful photo, they are usually become popular on the internet. If they want to take a good photo, they should learn to take photo. Moreover, some photographer can become popular by taking amazing photos, ^{or} take a good photo. The final ^{way} reason is people who are excited ^{may} being popular on the internet. For instance, there are a lot of people ^{most} popular on the youtube. They usually make qualification w/ videos, and other people like the videos to the videos are excited. Besides that, people who are excited can become popular on the internet by playing computer games, but they should be ^{art} good player, because people don't watch to bad players. To sum up, these ways are important ^{prep} of being popular on the internet.

★ The first and the second supporting ideas are both about photography; I think it will be better if you combine them into one support idea and find another for the second one.

★ The last supporting idea can be rewritten in a more clear way. "The people who are excited" is too general. And its details are not really relevant.

APPENDIX O: A SAMPLE OF FEEDBACK PAPERS (An Evaluated Paper based on The New Model of Feedback)

There are many ways of being popular on the internet. The first way is that people should produce new ideas. For example, if people ^{1.1} be ^{2.1} popular ^{3.1} from ^{4.1} Instagram, they ^{5.1} have amazing ^{6.1} ^{7.1} imagine ^{8.1} because ^{9.1} this people ^{10.1} should take a ^{11.1} beautiful and hard pictures to being popular. Also, people can produce new information ^{12.1} for social media and other people ^{13.1} follow ^{14.1} for remarkable information that is why ^{15.1} they may ^{16.1} being popular. Another way of being popular on the internet is ^{17.1} people ^{18.1} set a target. If they have ^{19.1} target, they will ^{20.1} be successful social media. In addition, ^{21.1} target is important for content ^{22.1} therefore ^{23.1} when they ^{24.1} was ^{25.1} content ^{26.1} other people ^{27.1} are ^{28.1} easily. The final way is about ^{29.1} stranger ^{30.1} people ^{31.1} maybe ^{32.1} more ^{33.1} being popular ^{34.1} easily. ^{35.1} because people ^{36.1} watch like ^{37.1} stranger ^{38.1} persons. ^{39.1} that is why ^{40.1} being popular ^{41.1} for ^{42.1} stranger ^{43.1} person ^{44.1} easily. ^{45.1} Moreover, ^{46.1} stranger ^{47.1} person is use this option, they have a lot of followers. All in all, these are three ways of being popular on the internet. ^{48.1} what option?

A Poor grammar use. Try to focus more on grammar for the next draft. ^{49.1} 3.2 added

A Your first support is ^{50.1} good. However, the second detail looks almost the same as the idea itself. ^{51.1} 2.2

A The second support is also ^{52.1} good. The problem is the details. ^{53.1} 4.1 the first one doesn't explain clearly how setting a target makes somebody popular. ^{54.1} 2.2 The second detail is not easy to understand, I couldn't get it. ^{55.1} 4.2

A The last support has an idea, ^{56.1} which is being strange, but it doesn't explain how being strange makes one popular. ^{57.1} 2.2