



**STRATEGIES IN GIVING FEEDBACK BY WRITING
TEACHERS AND THEIR EFFECTS ON LEARNERS'
REVISION: A CASE STUDY OF WRITING
CLASSES FOR ENGLISH MAJORS**

**BY
SUPAPOHN SEESANG**

**A thesis submitted in partial fulfillment of the requirements for
the degree of Master of Education in English Language Teaching
at Maharakham University**

September 2015

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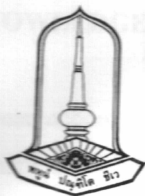
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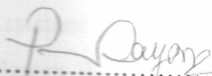
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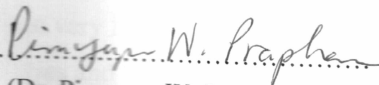


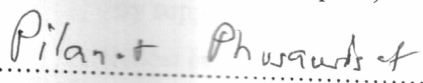


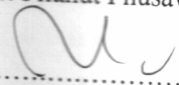
The examining committee has unanimously approved this thesis, submitted by Mrs. Supapohn Seesang, as a partial fulfillment of the requirements for the Master of Education degree in English Language Teaching at Maharakham University.


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Supapohn Seesang







TITLE Strategies in Giving Feedback by Writing Teachers and Their Effects on Learners' Revisions: A Case Study of Writing Classes for English Majors

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ABSTRACT

This study aims to investigate strategies for teachers teaching written English in giving feedback and their effects on learners' revisions in English composition classes. The participants were selected by purposive sampling consisting of 20 college learners majoring in English, who registered for Expository and Argumentative Composition, and Narrative Descriptive Composition courses. Learners within the study enrolled in a 16 week writing course.

The research tools consisted of a background questionnaire, classroom observations and an audio-recorder. The learners wrote three different genres of writing (argumentative, narrative, and descriptive) on five topics. Error rate reduction means were collected for five error categories, percentage, word count, standard deviation and t-test were used for data analysis to measure grammatical accuracy and organization ideas.

The findings were as follows:

1. Direct non-metalinguistic written correction and direct oral corrective feedback named explicit correction, were used most frequently in teachers' strategies when giving written feedback to learners' writing.
2. The effect of teachers' corrective feedback on Thai EFL learners' revision in grammatical accuracy among the five writing tasks was focused on five error categories. Revealing that the overall error rates found between draft 1 and draft 2 (of two genres of writing), Argumentative and Narrative, were reduced significantly in all categories. This indicated that the learners' grammatical accuracy improved.



Furthermore, when draft 1 and draft 2 were compared, it was found that learners were able to revise all their organization and idea errors in later topics, for the drafting of Argumentative, Narrative and Descriptive writing performance. However, the mean error was slightly higher than that of the initial topic for those tasks. This therefore showed that learners had no writing improvement on reduction and revision in the subsequent writing tasks. Although it was possible to reduce the error between Narrative writing task 2 and Descriptive writing task 1, there was no significant difference in overall reduction. The result of error analysis shows that the highest error rate was found in sentence structure, followed by wrong words, verbs, noun endings, and articles, respectively.



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CHAPTER I

INTRODUCTION

Background of the Study

Learning English is very necessary for Thai people, especially when preparing to join The ASEAN Community in 2015. English is used as an international language for communication between countries. We have a better chance at getting a job and have the possibility of being promoted in an even higher position. Although learning English can be challenging and time consuming, we can see that it is also very valuable to learn and can create many opportunities.

Generally, it is very hard to learn English effectively for Thai learners in the context of using English as a foreign language. They lack sufficient competence in any of the English language skills, especially writing, due to the infrequently use of it. Writing is also complex in terms of both teaching and learning. In EFL composition writing class difficulty is undoubtedly encountered by many of these learners as they are assigned to write an essay. Their difficulties include selection of appropriate words, grammatical forms, discourse organization and rhetorical features to use in the way they wish to convey the meaning, apart from the content of their composition. In a Thai classroom, errors found in English written communication are apparent among college students. Thus, grammatical rules were carefully taught and error correction was a main focus. Hyland (1998) indicates giving feedback effectively to students is the main concern for any writing teacher. The main reason why writing is difficult for students needs to be clarified first in order to give effective feedback. Furthermore, it requires teachers to deal with errors and mistakes in students' writing.

There are a number of research studies on error correction that have been done to find out the best approaches for improving students' writing ability by giving feedback. Some scholars of writing believe that to give feedback is one of the most important methods and strategies of helping student writers to improve their written work. The students learn by comparing their own first drafts with the reformulation that helps them more in selecting appropriate words, idioms, using correct grammatical



forms and improving discourse organization in revision. To cite some examples, Ferris (2002) suggests that teacher feedback tailored to students' linguistic knowledge and experience is one of the suggested techniques to solve this problem. That is to make students learn from their errors in order to avoid future errors and also to improve their writing skills. According to Ferris (1995), although many things such as contrast in form and content, compared to the process of writing and the final draft, as well as trends in the teaching have changed in decades, the roles of the teacher in providing feedback to students are still evolving. Effectiveness of providing feedback to students to help them improve the accuracy and/or fluency in their writing has been investigated.

In addition, Jean Chandler (2003) studied the efficiency of various kinds of error feedback for improvement in accuracy and fluency of L2 students writing. The samples were Chinese, Korean, Japanese and Taiwan students. Direct correction and simple underlining of errors feedback were compared. Measures included the change in accuracy of both revisions and of subsequent writing, the change in fluency, and the change in holistic ratings. Findings suggested that both direct correction and simple underlining of errors were significantly superior to describing the type of error, even with underlining, for reducing long-term error. Direct correction is best for producing accurate revisions, and students prefer it because it is the fastest and easiest way for them as well as the fastest way for teachers over several drafts. However, students feel that they learn more from self-correction, and simple underlining of errors takes less of the teacher's time on the first draft. Both are viable methods depending on other goals. Furthermore, Bitchener, Young & Cameron, (2005) investigated which types of feedback affect students' writing ability. Types of feedback were given to 53 adult migrant students including (1) direct, explicit written feedback and student-researcher 5 minute individual conferences, and (2) direct, explicit written feedback only no corrective feedback on three types of error (prepositions, the past simple tense, and the definite article). The study found a significant effect on the combination of written and conference feedback on accuracy levels in the use of the past simple tense and the definite article in new pieces of writing but no overall effect on accuracy improvement for feedback types when the three error categories were considered as a single group.



Another study is Truscott (2007) examined how error correction affects learners' ability to write accurately. They concluded that correction has a small negative effect on learners' ability to write accurately. It showed that corrective feedback on an assignment helps learners reduce their errors on that assignment during the revision process. Similarly, he studied error correction, revision, and learning. Learners were assigned to write a narrative essay in one class and then revised their writing during the next class. Half the students had their errors and used corrective feedback in the revision task while the other half did the same task without feedback. Results matched those of previous studies and found that the underlining group was significantly more successful than the control group. One week later, all of the students wrote a new narrative to determine short-term learning by measuring the change in error rate from the first narrative to the second. Thus, successful error reduction during revision is not a predictor of learning. Improvements made during revision are not evidence of improving learners' writing ability (Truscott and Hsu, 2008).

Based on observing and reviewing of the literature, there are significant communicative problems with college learners' English writing, including Maharakham University learners such as inappropriate language use, incomprehensible passages, and disorganized text, especially in technical education learners. These problems may have been a result of insufficient feedback, the teacher's heavy workload, large class sizes, and learners' low English language proficiency and motivation. Thus, feedback on writing can be selected as a means of helping learners to make revisions, and it can also help learners improve their writing skills. Teachers need to be aware of the issues surrounding the methods of giving feedback. These include the fact that there are different types of errors found in EFL writing as well as different types of written feedback (e.g. direct feedback, coded feedback, and uncoded feedback). Teachers also need to find out which feedback types are appropriate for the treatment of specific types of error, and which are appropriate for students at different levels.

For these reasons, in order to provide a better understanding of these issues, the present study aims to find out what the effects of different types of written feedback from teachers are on learners' writing, and what strategies teachers used in giving feedback for revising learners' written work.



As mentioned above, teaching writing as a process involves providing feedback and revision. This has useful pedagogical implications for revision. In order to hit the limitation of EFL learners and to improve the final written production, we need empirical research on the influence of a particular type of feedback.

This is due to several factors, such as the complexity of the skill itself, a lack of constant practice and inadequate or inappropriate feedback, as well as learners' English language proficiency. As a result, in order to solve the problems mentioned above successfully, types of feedback were considered as a worthy activity that possibly could help the teachers and learners overcome these constraints in the teaching and learning context at the providing feedback comes from learners' lack of attention to the feedback, no matter how useful it is. Therefore, the present study investigates the effects of different feedback types on ideas, mechanics, organization and grammatical improvement in learners' writing. It also investigates strategies for dealing with the feedback or to analyze such techniques combined with different types of feedback. As such, although the beneficial aspects of teacher feedback for EFL learner writing are obvious, little is known about how the learners use the different types of feedback. So far, it aims to see whether the rate of errors appearing in subsequent writing would be the same number as those appearing in the previous ones. The present study was a longitudinal study (over a 16-week semester), had a respectable numbers of subjects (total 20), and examined EFL students who were Thai learners studying English writing in a Thai University.

The participants of this study would take part in multi-draft activities in which teachers' feedback was provided using strategies in giving different feedbacks. The participants made as many modifications as they considered necessary based upon the feedback they received. The source of the feedback, the number of revisions, and the types of revisions carried out were documented. The researcher gave questionnaires to the forth-year students in an Expository and Argumentative Composition course at Maharakham University to survey what types of feedback was used by writing teachers and their effects on learners' revision.



After reviewing the related literature, the researcher believes that providing feedback on writing assignments can help L2 and EFL writer learners develop their writing ability. The researcher also finds that compared to the number of research studies on error correction and the strategies in giving feedback by writing teachers conducted in English speaking countries and Thailand where English is used as a foreign language, the number has been relatively small. More importantly, it was hoped that the results of this study would help in adding new information to fill some gaps in the existing body of knowledge about the effects of feedback on the improvement of EFL writing, particularly in a real EFL context. The findings from the study should be beneficial to the development of second language writing in the EFL context.

The Purposes of the Study

1. To investigate the teachers' strategies in giving feedback on learners writing.
2. To investigate the effects of teachers' feedback on learners revision.

Research Questions

1. What are the teachers' strategies in giving feedback on learners writing?
2. What are the effects of teachers' feedback on learners' revision?

Significance of the Study

1. Teaching and learning English would be developed and improved. Guidelines for Thai English composition teachers will be provided in dealing with errors in learners writing.
2. The writing ability of Thai EFL learners' achievement is improved.
3. The findings in the journal related to feedback are published and filled the literature gap.



Scope of the Study

Participants

The participants selected by purposive sampling consisted of nine fourth-year and eleven third-year English majors at Mahasarakham University, divided into two classes which; were a) an Expository and Argumentative Composition class (nine learners), an elective course in the second semester of the academic year 2013 and, b) a Narrative and Descriptive Composition (eleven learners), an elective prescribe course in the second semester of the academic 2014 instructed by two writing teachers with doctoral degrees in Applied Linguistics and over 7 years' experience in teaching.

Definition of Terms

Several words and phrases used in this research will be clarified in order to promote reader's understanding of the research

Teachers' Feedback is defined as any information that the teacher provides on the result of behavior in writing. Feedback is both oral and written, which refers to comments and other information that learners receive concerning their success on writing tasks from the teacher.

Strategy is any method of giving feedback, including oral and written feedback (i.e., direct feedback, coded or uncoded feedback) and student and teacher conference.

Revision is defined as any type of change made to a written text which can be done at any point of the writing process; brainstorming, drafting or revision. Revision could be editing and rewriting. While editing is considered to be any modification that does not change the meaning of the text, rewriting entails the transformation of meaning. It is focused on all of language aspects included ideas, regardless of mechanics, grammar (i.e., auxiliaries, tenses and aspects, articles, adjectives and adverbs, nouns and pronouns) and organization.

Accuracy in this study means an absence of errors, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.



Errors referred to grammatical errors on form and mechanics.

Writing improvement in this study defines as learners are able to revise their own writing, i.e. produce a better second draft or later topic writing task. It aims to see whether the rate of errors appearing in subsequent writing would not be the same number as those appearing in the previous ones.



CHAPTER II

REVIEW OF THE LITERATURE

The review of related literature is divided into the subtopics;

1. Definition of Corrective Feedback
2. Types of Corrective Feedback on Learners' Writing
3. The Role of Teachers' Corrective Feedback
4. Corrective Feedback, Revision and Writing Improvement
5. Research in Related Field

Definition of Corrective Feedback

Before discussing issues concerning feedback, it is necessary to present a definition of the term “feedback”. There are various terms used in identifying corrective feedback (CF) as presented below.

Corrective feedback is a frequent practice in the field of education and in learning generally. It typically involves a learner receiving either formal or informal feedback on his or her performance on various tasks by a teacher or peer(s). However, learning that takes place outside of the realm of institutional schooling can also rely heavily on corrective feedback.

Corrective feedback is “an indication to the learners that his or her use of the target language is incorrect” (Lightbown and Spada, 1999: 172). The learners may receive this indication in various ways.

Keh (1990) defines feedback as the;

“input from a reader to a writer with the effect of providing information to a writer for revision. In other words, it is the comments, questions and suggestions a reader gives a writer to produce ‘reader-based prose’ (Flower, 1979) as opposed to writer-base prose ” (p. 294).

Feedman (1987) also describes corrective feedback being that it:

“includes all reaction to writing, formal and informal, written or oral, from teacher or peer, to a draft or final version” (p. 5).



Chaudon (1988) has pointed out the fact that the term corrective feedback refers to any teacher behavior following an error that minimally attempts to inform the learner of the fact of error” (p. 150).

Hattie and Timperley (2007) reviewed that feedback is

“conceptualized as information provided by an agent(e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a ‘consequence’ of performance” (p. 81).

Sheen (2011), states that the term corrective feedback will be used to refer to;

“any feedback that provides learners with evidence that something they have said or written is linguistically incorrect” (p. 2).

Dempsey, Driscoll, & Swindell (1993) noted that corrective feedback is a type of feedback with the purpose to correct any errors committed by learners. Corrective feedback which informs learners of the correct response assists error correction.

In general literature on classroom writing teaching, feedback is viewed as an important classroom activity. Feedback means any information that the teacher provides as the result of behavior in writing. Feedback is both oral and written feedback, which refers to comments and other information that learners receive concerning their success on writing tasks from the teacher.

Types of Corrective Feedback on Learners’ Writing

Different scholars have classified the type of corrective feedback. For instance, Ellis, Loewen, and Erlam (2006) categorized responses from teachers to learners’ error into three forms or strategies: (a) teacher feedback that indicates that an error has been committed, (b) teacher feedback that provides the correct form of the target language, and (c) teacher feedback that provides a type of metalinguistic information about the nature of the error. Direct and Indirect corrective feedback were considered by Bitchener (2008); direct feedback is the provision of the correct linguistic form or structure above or near the linguistic error or the provision of correct answers in



response to learner errors (Lee, 2008) while indirect feedback is the situation where an error is indicated but the correct form is not provided (Ferris & Roberts, 2001).

Both direct feedback and indirect feedback in correcting learner errors are commonly practiced by writing teachers and teachers are free to use one or a combination of them.

However, any type of corrective feedback will fail if the learners are not committed, or are not motivated, to improve their writing skills (Gu nette, 2007). Situational variables may include several factors such as the teacher, the learning atmosphere, or the physical environment. Evans et al. (2010) revealed that although situational variables in some occasions may have a negligible effect on learning, they may also have great influence that may surpass the potential effects of learner and instructional methodology variables. An example of this can be a situation in which learner motivation is high and instructional methodology is effective but if the physical environment is not conducive (e.g. noise level is too high that impedes hearing or too many distractions in the classroom) learning may be weakened due this unfavorable situational variable.

The researcher gives the example of type of corrective feedback based on Sheen (2011), she categorized corrective feedback into two major types, direct and indirect oral/written feedback, as follow;

1. Types of Oral Corrective Feedback Strategies

1.1 Recasts

Recast is without directly indicating that the learner's utterance was incorrect. The teacher implicitly reformulates the learners' error, or provides the correct form and is driven in the continuing discourse.

Example 1.1

S: How many learners in your class?

T: How many learners are there in my class? Er, twenty learners.

1.1.1 Didactic recast

Didactic recast is the learner's incorrect utterance reformulated in a partial or full recast by drawing the learner's attention to learn and understand the errors on his own. This method is used the purpose of pedagogy rather than the purpose of communication.



*Example 1.2**S: Older Women are kind than younger women.**T: Kinder. (partial recast)*

1.1.2 Conversational recasts

A conversational recast occurs when the communication of conversation was stopped or broken-down when the teacher misunderstands something that the learner has said. Teacher will reformulate the learners' erroneous utterance to make sure what his/her words were proposed. So, conversational recasts are driven by a communicative purpose.

*Example 1.3**S: How much tall**T: What?**S: How much do I tall?**T: How tall are you? (conversational recasts)*

1.2 Explicit correction

Explicit correction refers to clearly indicating that the learners' utterance was incorrect, the teacher also provides the correct form. This treatment often supplements. This method is often used to help supplement the words or phrases, for example 'no', 'It's not A but B', 'You should say B', 'we say A not B'.

*Example 1.4**S: I go home late at night yesterday.**T: You should say 'I went home, not 'I go home'.*

1.3 Explicit correction with metalinguistic explanation

Teacher provides correct form together with clear explanations, a comment that describes a linguistic on the form.

*Example 1.5**S: Fox was cunning.*

T: The fox was cunning. You should use the definite article 'the' because fox has been mentioned.



1.4 Clarification requests

A clarification request signals by using phrases like ‘Excuse me?’, ‘pardon me?’, ‘sorry?’ or ‘I don’t understand,’ the teacher indicates that the message has not been understood or that the learners’ utterance contained some kind of mistake and that a repetition or a reformulation is required.

Example 1.6

S: Can, can I made a card on the ...for my sister in the computer?

T: Sorry?

1.5 Repetition

Repetition – Teacher repeats the learners’ error and adjusts intonation to draw learners’ attention to it.

Example 1.7

S: Mr. Smith miss the bus this morning.

T: Mr. Smith miss the bus this morning?

1.6 Elicitation

Elicitation refers to when the teacher directly elicits the correct form from the learners’ erroneous utterance by asking questions, by pausing to allow the learners to complete the teacher’s utterance, or by asking learners to reformulate the utterance lead to a way of encouraging self-correction.

Example 1.8

S: Once upon a time, there lives a poor girl named Alice.

T: Once upon a time, there...

1.7 Metalinguistic clue

Metalinguistic clue is without this feedback proving the correct form; the teacher poses questions or provides linguistic comments. This strategy is used as a way of prompting the learner to self-correct the error.

Example 1.9

S: She live here for three years.

T: You need perfect tense.



2.4 Indirect written correction (located)

This type differs from the previous one in that it demonstrates the location of errors, but it is not providing the correct form. Errors can be identified in a variety of ways - underline errors, use the cursor to indicate the omission in text of the learner or by putting the 'x' or '*' in the margin next to the line that contains the error as in the example below.

Example 2.4

*A dog stole * bone from * butcher. He escaped with having * bone.
When the dog was going through * bridge over the river he found * dog in the river.*

** = missing word*

abc = wrong word

2.5 Indirect written correction (using error code)

This provides learners with some of the clarity about the nature of the mistake they have made by the error code. The error code consists of a label with the positioning of the error to signal a specific type of error. This also contributes to the indirect form of corrective because the learners are responsible for making the actual changes themselves.

Example 2.5

art. art.
*A dog stole bone from butcher. He escaped with having bone. When the
prep. art. art.*
dog was going through bridge over the river he found dog in the river.

2.6 Indirect metalinguistic written correction

This type of corrective feedback is quite similar to the direct metalinguistic written correction. It indirectly provides a metalinguistic clue.



Example 2.6

A dog stole X bone from butcher. He escaped with having bone.

When the dog was going through bridge over the river he found dog in the river.

X = If the learner has omitted the indefinite article the clue might be 'What word do you need before a noun when the person/thing is mentioned the first time'

2.7 Reformulation

This choice reformulates a sentence or paragraph that contains form errors in order to provide learners with positive information which they can use to identify their errors. Reformulation can be considered a form of direct CF in order to provide learners the correct form, however, learners must compare their own text and the reformulated version where the problem of the errors that are specific to them. Reformulation often involves more than just the errors of language learners. It also emphasizes stylistic issues and aims to improve coherence.

In one respect oral and written corrective feedback differ: whereas oral corrective feedback occurs on-line or offlined, written corrective feedback is almost invariably offlined. In two other respects, however, there are clear parallels between oral written corrective feedback. The distinction between indirect/direct corrective feedback roughly parallels that between output-pushing and input-providing oral corrective feedback. In the case of indirect written corrective feedback and output-pushing oral corrective feedback, the task of making the correction is left to the learner is given the actual correction.

The Role of Teachers' Corrective Feedback

The final goal for most L2 and EFL composition teachers is to help learners improve both the accuracy and fluency of their writing. Hedgcock and Leftkowitz (1994) suggested at least four roles that writing teachers play while providing written



feedback to learners: a reader or respondent, a writing teacher or guide, a grammarian, and an evaluator or judge.

Feedback in general may have a number of possible purposes: (adapted from Rabinowitz (2013);

- 1) To help individuals in their personal development
- 2) To improve relationships between and among individuals and groups
- 3) To improve communication between and among individuals and groups
- 4) To help individuals or groups improve their performance
- 5) To improve the climate within an organization
- 6) To increase the effectiveness of an activity or initiative

Who should provide corrective feedback?

Who should provide feedback depends, to a large extent, upon where that feedback is directed. If its recipient is an individual advocate or advocacy organization, then appropriate providers of feedback would include anyone who has an interest in the success of the advocacy or anyone at whom the advocacy is aimed. These can include supervisors, colleagues, others who work with the same or a similar target population, interested community members, beneficiaries of the campaign, the general public, or policy makers

However, in the aspect of pedagogy, providing feedback is effective in learners' writing. Paltridge (2004) and Reichelt (1999) mentioned that there is a large number of research studies focusing on different types of feedback and their impacts on learner writing is evidence that many scholars and researchers believe that feedback plays influential roles in the writing process. Cardelle and Corno (1981) also noted that feedback on learner writing can make learning more effective. Learners, who received feedback, were thus better in their writing performance. They understand what they need to do to correct their mistakes. The understanding of why they made mistakes and how to correct such mistakes helps learners correct their mistakes and increase their achievement (Kulhavy, 1977).

Peterson (2010) noted that the feedback had a greater influence on learners' writing development. Both oral and written feedback could be a powerful teaching tool while learners were in the process of writing drafts. Giving feedback is one role that



teachers play in the classroom. How the teacher handle it could have a strong influence on the learners' experience. Also, it has a powerful impact on learners' attitudes towards the subject (Tsui, 1985).

Much research has been conducted in order to investigate the effectiveness of teacher corrective feedback. Srichanyachon (2012), focused on the importance of teacher written feedback to improve L2 learners' language accuracy and motivation in writing. The study provided Thai L2 and EFL teacher the effective written feedback for their learner. She proposed that in order to give effective written feedback, teacher should consider learners' needs and also gave them positive comments. It can boost learners' motivation that impact on their writing skill. Written CF had the ability to adoptive SLA and to lead to accuracy development (Beuningen, 2010). Lindqvist (2011) surveyed the response from teachers to ESL learners. Results found that feedback was used, typically indirect written corrective feedback, and feedback was intertwined with the pedagogical aspects. Importantly, the learners want feedback. Moreover, the finding was supported by Khatri (2013). Khatri determined both written and verbal feedback help learners improve their writing in EFL context. The study indicated that giving both OF and WF accompanied with learner collaboration and teacher support was able to develop English writing.

Carless (2006) and Schwartz & White (2000) confirmed that learners who receive feedback during the writing process have a clearer sense of how well they are performing and what they need to do to improve. Feedback can provide assessment on how well the learners perform in their work or their accomplishment of a given task. Feedback can also modify learners' thinking or behavior towards their work and focus their attention on the purpose of writing. Furthermore, Brookhart, (2003) pointed that feedback is meant to help learners narrow or close the gap between their actual ability and the desired performance. Teachers are responsible for helping learners develop their ability to reach their learning goals through teachers' feedback. Feedback raises learners' awareness of the informational, rhetorical, linguistic expectations of the reader (Hedgcock & Lefkowitz, 1994). As Williams (2005) suggested: feedback can stimulate explicit knowledge of learner writers, and described explicit knowledge as the knowledge of language rules that learners can articulate and provide reasons that certain rules should be applied. Learners who receive feedback will resort to their prior



knowledge about language and writing rules that they have learned. Ashwell (2000) and Lamberg (1980) indicated that learner writers will apply explicit knowledge as stimulated by the feedback on their writing. Feedback can increase learners' attention on the subject they are writing. Learners who receive feedback will pay more attention to what they have written that, beyond their knowledge or awareness. The feedback that they receive draws learners' attention to those aspects of their writing, which will lead to writing improvement; in accuracy in both form and content. They learn how to improve their performance. In another study, Leki (1991) asked 100 ESL freshmen to complete questionnaires to examine how effective feedback was and how they reacted to the positive and negative comments on both form and content. She found that correcting errors in both form and content is beneficial since good writing is viewed as equated with error-free writing. In a similar vein, Sugita (2006) analyzed 115 revised papers by 75 EFL learners at a private university in Japan. He found that imperatives in feedback are more effective than statements and questions.

However, Hyland (2000) suggested that teachers sometime overrode learners' concern and decision on feedback using as well as teacher interventions might lead to learners abandon control of their writing and revision process.

How effective is feedback? This question would be asked firstly when we used feedback. We can answer the question by comparing the usual effect of schooling on learner achievement with the evidence related to feedback (Hattie & Timperley, 2007). Next question is *How feedback works?* This is one example of a model of feedback used as a framework to identify the conditions that maximize the positive effects on learning and understand why particular kinds of feedback promote learning effectively and why some others do not.



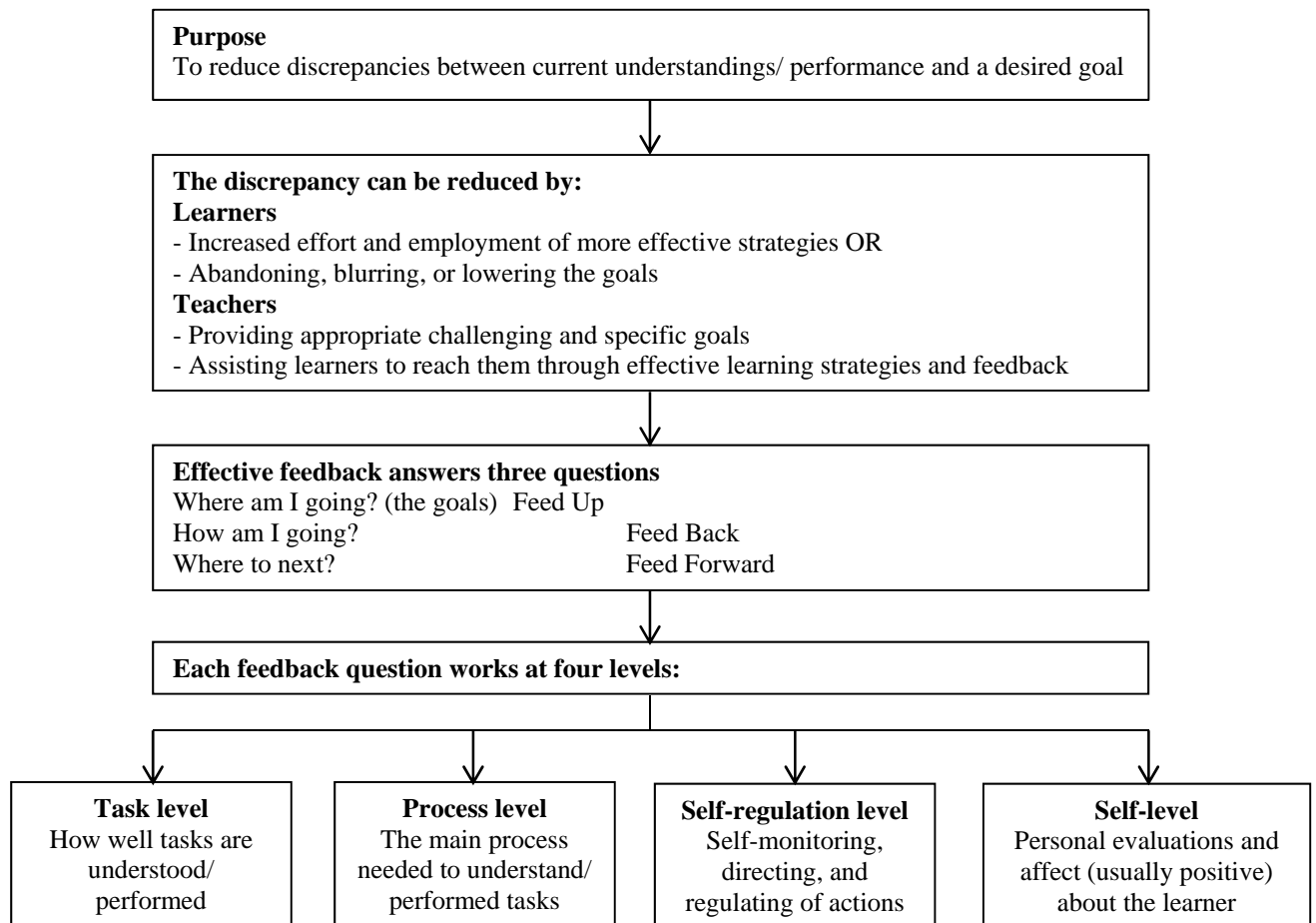


Figure 1 A model of feedback to enhance learning (adopted from Hattie and Timperley, 2007)

Figure 1 presents a framework wherein feedback can be considered. The main purpose of feedback is to reduce discrepancies between current understandings and performance and a goal. Strategies learners and teachers use to reduce this difference may be more or less effective to reinforce learning, so it is important to understand the circumstances that result in the differential outcomes. Feedback effectively must answer three important questions by teachers and/ or learners that where am I going? (what the goals are?), how am I going? (what progress is being made toward the goal?), and where to next? (or what activities need to be performed to make good progress). These questions are consistent with the idea of feed up, feedback and feed forward. How effectively answers to these questions serve to reduce the gap is partly dependent on the level at which the feedback operates. These include the level of task



performance, the level of process of understanding how to do a task, the regulatory or metacognitive process level, and/or the self or personal level (unrelated to the specifics of the task).

Feedback effects are different in these levels. This key theme emerges from this literature review. The importance of ensuring that feedback is targeted at learners in the appropriate level because some feedback would be effective in reducing the difference between current understanding and what is wanted and some would not.

To sum up, the process approach does all of the following (adapted from Shih 1986); a) focus on the process of writing that leads to the final written product; b) help learner writers to understand their own composing process; c) help learners to build strategies for prewriting, drafting, and rewriting; d) place central importance on the process of revision; e) let learners discover what they want to say as they write; and, f) give learners feedback throughout the composing process (not just on the final product).

Corrective Feedback, Revision and Writing Improvement

Several researchers have also noted that feedbacks on intermediate drafts which are to be subsequently revised are useful in facilitating learner's writing improvement. Truscott and Hsu (2008) argued that giving corrective feedback on learners' writing assignment helps learners reduce their error on that writing works during the revision process. Nevertheless, they also suggested that improvements made during revision were not evidence on the effectiveness of correction for improving learners' writing ability. Besides, Hyland & Hyland (2006) pointed out that although teacher written feedback impacts on revisions, its contribution to writing development is still unclear. Learners might ignore or misuse teacher commentary when revising drafts.

However, Ferris (2003a) reviewed that most writing teachers and researchers in the area of second or foreign language agree that teacher feedback is most effective when it is provided during the intermediate stages of the writing process. During this process, learners can respond to teacher feedback when they make subsequent revisions. To facilitate this process, writing teachers encourage learners to practice writing several times of the same papers through multiple-draft revisions. The finding of result was supported by Ferris (2006), which involved 92 ESL university learners in the United



Sates. Her study found that learners were able to make effective revisions in response to teacher feedback and that learners made significant improvement in grammatical accuracy both in the short run (from one draft to the next) and in the long run (from the first draft to the final draft at the end of the writing course). Goldstein and Conrad, 1990 (as cited in Hyland & Hyland, 2006) found that teacher feedback was able to carry out extensive and better revisions to learners' writing.

González (2010) studied the impact of teacher/learner conferencing and teacher written feedback on seven EFL high school revisions. Teacher/learner conferencing and teacher written feedback were compared and used in this study to enhance revision, and find out the impact of each feedback technique toward participants' performance. He suggested that teacher written feedback had more impact on the number of learners' revision made than T/S conferencing. On the other hand, the participants' revision focused mostly on surface aspects, as well as they liked receiving both types of feedback technique. Leaph (2011) mentioned that "revision quality might correlate with feedback intake which depends on learn-focus and feedback quality".

Additionally, Onodera (2007) examined the effectiveness of the feedback process on learners' grammatical accuracy in their writing. It also aimed to investigate the reduction of repetition of the same mistakes on 27 undergraduate English major that was divided into two groups: the control and the experimental group. The feedback process consisting of 3 steps namely teacher feedback, self-correction and revision was tested with the experimental group while the control group received the direct correction as error feedback. Findings indicated that the feedback process helped learners improve grammatical accuracy in writing significantly as well as the feedback process prevented learners repeating the same type of errors. In addition, all learners in the experimental group admitted that the feedback process helped them to write correctly in the future writing, although most of them preferred direct correction when they rewrite essays. Hedgcock (2002) investigated the oral revision process carried out in the EFL is measurably facilitative in developing basic composition skills and written fluency among adult learners. He suggested that collaborative revision produces in learners an awareness of the rhetorical structure of their own writing and ability to self-correct surface errors, thereby helping them overcome inhibitions related to the formal aspects of writing.



In conclusion, as mentioned above, the many studies on feedback in its many forms and its efficacy on learner writing demonstrate the paramount place of feedback in the teaching and learning of writing. The role, importance, and effect of feedback on learners' revision and writing improvement play influential roles in the writing process. Learners are able to revise their own writing, i.e. produce a better second draft and assist learner to acquire correct English. Feedback can modify learners' thinking or behavior toward their work and focus their attention on the purpose of writing. Furthermore, feedback can provide assessment on how well the learners perform their work or their accomplishment of a given task. Corrective feedback is meant for helping learners narrow or closes the gap between their actual ability and the desired performance. Teachers are responsible for helping learners develop their ability to reach their learning goals through teachers' feedback.

Research in Related Fields

Written Corrective Feedback

The debate has continued for many years on the effect of corrective feedback in L2 and EFL context. Since Truscott (1996) claimed that providing corrective feedback on L2 writing is both ineffective and harmful and should therefore be abandoned, debate about whether and how to give L2 learners feedback on their written grammatical errors has been of considerable interest to researchers and classroom practitioners. Ferris (1999) has disputed this claim, arguing that it was not possible to dismiss correction in general as it depended on the quality of the correction – in other words, if the correction was clear and consistent it would work. Truscott replied by claiming that Ferris failed to cite any evidence in support of her contention. In his most recent survey of the written corrective feedback research, Truscott (2007) again critiqued the available research and concluded that “the best estimate is that correction has a small harmful effect on learners' ability to write accurately” (p. 270).

In addition, several researchers have argued that written CF does not have a positive effect on the development of learners' L2 writing accuracy. For example, Liu (2008) also, Vásquez and Harvey (2010) suggested that teacher have more awareness for using corrective on learners' accuracy writing. The result of the



investigation of the effect of error feedback in graduate L2 context showed that direct and indirect correction helped learners self-edit their text. Although, direct feedback reduced immediately learners' errors, it did not improve learners' accuracy in a different paper.

Similarly, Kepner (1991) compared error corrections and message-related comments on American university learners' written Spanish. The results of his study showed that grammar error correction did not lead to significant improvement in accuracy. Kepner (1991) also concluded that corrective feedback which focuses on grammar has little value.

In contrast, there are many researchers pointed out that the efficacy of written CF helps L2 writers improves the accuracy of their writing. For instance, Ellis, Sheen and Murakami (2008) investigated the effects of two feedback techniques, focused and unfocused written CF, on the accuracy of using the English indefinite and definite articles of Japanese university learners. The participants of this study were assigned to write three narrative essays. The effects of the two techniques were compared. The result found that both focused and unfocused written CF were equally effective, but it indicates that written CF is effective. Also, Farrokhi (2011) reported positive finding for written CF. He compared the effect of focused and unfocused on accurate use of English article by sixty Iranian EFL learners. The participants were divided into low and high proficiency levels. The result indicated that the focused group did better than both the unfocused and the control group as well as focused CF promoted learners' grammatical accuracy in L2 writing more effectively.

A further distinction that needs to be examined is between unfocused and focused CF. Sheen (2007) examined the effects of focused CF on the development of 91 adult ESL learners' accuracy in the use of two types of articles ('the' and 'a'). The study included a direct only group (the researcher indicated errors and provided correct forms), a direct-metalinguistic group (the researcher indicated errors, provided correct forms, and supplied metalinguistic explanations), and a control group. The effectiveness of the CF was measured on pretests, posttests, and delayed posttests. Sheen found that both direct CF groups outperformed the control group. She explained this finding by pointing out that the feedback supplied to the learners with the correct form was limited



to two linguistic forms (e.g. 'the' and 'a'), which made the processing load manageable for them.

Correspondingly, Sheen, Wright and Moldawa (2009) investigated the effects of the focused and unfocused approaches on both single grammatical target (articles) and on a broader range of grammatical structures (i.e., articles, be, regular past tense, irregular past tense and preposition). Six intact adult ESL intermediate classes totaling 80 learners were used as the participants and divided into four groups in this study consisting of focused written CF group, unfocused written CF group, writing Practice Group and Control Group. Interestingly, researchers reported that focused CF group achieved the highest accuracy scores for both articles and the other four grammatical structures. Therefore, they concluded that unfocused CF is of limited pedagogical value while focused CF can contribute to grammatical accuracy in L2 writing.

Another study, Ferris and Roberts (2001) investigated seventy-two university ESL learners' abilities to self-edit their texts across three feedback conditions-errors marked with codes, errors underlined but not otherwise marked or labeled and no feedback at all. They found that both groups who received feedback significantly outperformed the no-feedback group on the self-editing task but that there were no significant differences between the code and no-codes groups. However, as mentioned before, more recent studies have examined the value of written CF by measuring progress in new pieces of writing. Bitchener, Young and Cameron (2005), for example, investigated the extent to which different types of CF (direct CF with and without oral conferencing) influence the accuracy in new pieces of writing. They concluded that both types of direct CF had a significant impact on accuracy in new pieces of writing but that this was only evident for the definite article and past tense. The same type of feedback did not have a significant positive effect on accurate use of prepositions. Relatively, Bitchener (2008) investigated the effectiveness of direct feedback combinations: direct error correction with written meta-linguistic explanation and oral meta-linguistic explanation; direct error correction with written meta-linguistic explanation; direct error correction; and no corrective feedback. Feedback was provided on only two functional uses of the English articles (the indefinite and the definite article- 'a' and 'the'). Groups one and three outperformed the control group while group



two failed to do so. Likewise, Bitchener, Basturkmen and East (2010) investigated the effect of written feedback on draft of thesis or dissertation of thesis/dissertation learners. The researchers focused on what supervisor and learners had considered being effective feedback. The feedback was given on a) the accuracy, completeness and relevance of the content included in the draft, b) the rhetorical structure and organization of discourse, c) the coherence and cohesion of the argument and, d) the linguistic accuracy and appropriateness of the draft. Researchers reported that written feedback was concerned and held by supervisors. There was a little difference in type of feedback that provided in different disciplines, and similar feedback tends to be given to both L1 and L2 learners.

Chandler (2003) found that both direct correction and simple underlining of errors are significantly superior to describing the type of error, even with underlining, for reducing long-term error. Similarly, Baleghizadeh and Dadashi (2011) compared the effect of direct feedback with indirect written feedback on junior high-school learners' spelling accuracy. The result revealed that indirect feedback was more effective than direct feedback in correcting learners' spelling errors. Alroe (2011), the result of his study showed that comprehensive error correction of written work can be done by simple underlining. He also suggested that correction could be integrated with content comment. Grami (2005) investigated a number of Saudi university-level ESL learners perception of written feedback. The participants received from their teachers using structured questionnaires which focused on linguistic errors, i.e. form feedback. The finding found that ESL learners would prefer teacher's correction and commentary on their written work and they believed in teachers' comments effectiveness.

Kaweera and Usaha (2008) also investigated the impact of different types of teacher written feedback namely, direct coded and uncoded feedback on 81 Thai EFL University learners writing. The learners wrote paragraphs of three different genres including a narration, description, and comparison and contrast. The second drafts and final drafts were compared to see the improvement of learner writing in holistic writing, targeted linguistic errors, and length of writing. Results of the study revealed that there was a highly significant improvement in the learner's holistic writing and reduction of errors, but there was no significant difference in the length of writing when comparing first and last writing. The result of error analysis showed that the highest error rate was



found in wrong word followed by sentence structure, verb, article, and noun ending respectively.

Oral corrective feedback

Several studies have examined teacher and learner dialogue, and found that the effectiveness of conferencing depend on how interactive it is. For example, Hyland (2003) claimed that conferencing is fruitful when learners are actively involved, asking questions, clarifying meaning, and arguing instead of accepting advice. Lyster & Saito (2010) investigated the pedagogical effectiveness of oral corrective feedback (CF) on target language development whether its effectiveness varied according to types of CF, types and timing of outcome measures, instructional setting (L2 vs. EFL classroom), treatment length, and learners' age. Results revealed that CF had significant and resilient effects on target language development. The effects were larger for prompts than recasts and most apparent in measures that elicit free constructed responses. Instructional setting was not identified as a contributing factor to CF effectiveness. Types and timing of outcome measures, effects of long treatments were larger than those of short-to-medium treatments but not distinguishable from those of brief treatments. Learners' age, the younger learners had more benefit from CF than older learners.

In addition, Othman & Mohamad (2009) noted that giving written feedback is effective. It can improve learners' writing. Most learners responded positively to teacher's feedback. However, written feedback should be accompanied with oral feedback so that teacher could be able to understand the real problem that learners face. Hawe, Dixon and Watson (2008) investigated the types of oral feedback used to support learners' learning in written language. They argued that if feedback is to support and enhance learners' learning; teachers will need sustained professional learning opportunities where they can examine their understanding of feedback and their practice with particular reference to the nature of success criteria, the role of the learner and the impact of different types of feedback on learning.

Abdulkhaleq and Abdullah (2013) studied the effectiveness of oral and written feedback to ESL learners at the postgraduate level. Supervisors provided written feedback and this was usually supported with oral feedback which played roles in the supervision process. They found that it helps in the formation of scholarly identities,



scaffolds learners' academic writing and learning, fosters autonomy. The result revealed that the integrated feedback helps learners focused on their research, and guided them to conform to dissertation/thesis writing. However, ESL learners' own cultural background and social circumstances may affect the efficacy of the oral feedback process.

Many researchers investigated the effectiveness of both oral and written corrective feedback which was compared. For instance, Sheen (2010) examined whether there was any difference between the effect of oral and written corrective feedback (CF) on learners' accurate use of English articles. The participants were 143 intermediate L2 adult learners of various first language backgrounds. Four types of corrective feedback groups were used: oral recasts, oral metalinguistic, written direct correction, written direct metalinguistic. Findings showed that whereas implicit oral recasts that involve article errors were not facilitative to learning, the other CF types were effective in helping learners improve the grammatical accuracy of English articles unrelatedly of language methodical ability. Also, Leaph (2011) examined the effectiveness of oral and written feedback in EFL context. Results indicated that both types of feedback performed equally on the learner writing improvement. Whereas Oral feedback improved in both the micro and macro-aspect, written feedback produced higher quality of writing only in language and organization. However, the learners who received oral feedback felt more oriented, they had become closer to the teacher. Arunvipas (2009) also studied the effects of giving immediate and delayed informative verbal and written feedback on English writing skill of 80 grade six learners. The different types of feedback were compared. The findings showed that effects of giving immediate and delayed informative verbal and written feedback had significant effect on the English writing skill improvement. Learners who obtained immediate informative feedback achieved higher improvement than that of those obtaining delayed informative feedback as well as learners obtaining written feedback was higher than those obtaining verbal feedback.

Biber, Nekrasova, and Horn (2011) studied the effectiveness of several different kinds of feedback, which were compared, for L1-English and L2-writing development. The researchers concluded that there were several significant findings including (1) written feedback is more effective than oral feedback for writing development, and (2) peer feedback is more effective than teacher feedback for



L2-English learners; commenting is more effective than error location; and in general, focus on form and content seems to be more effective than an exclusive focus on form. Bahmanpoor, Yarahmadi & Maghsoudi (2013) added that there was significant difference between EFL performances; written group were better than oral group in grammar as well as feedback has significant effect on learning. The results of this study will enlighten educators, administrators and support staff of the barriers to complete the ESL/EFL program and to propose solutions that will help learners to succeed.

In the view of the teacher-learner interaction, several studies have focused on learner-related variables that may affect the practical revision of learner writing. Marefat (2005), for example, examined the perception about the efficacy of oral feedback on the writing of 17 male and female Iranian EFL learners. She found that the males could write paragraphs better than the females, whereas the females outperformed the males in essay writing. She concluded that the learners can produce pieces of writing with better quality, regardless of the feedback technique. Patthey-Chavez and Ferris (1997, as cited in Hyland & Hyland, 2006) investigated how four writing teachers had conferences with lower-ability and higher-ability learners. They found that however useful teacher suggestions were for revision, the lower-ability learners seemed to use advice more often than their counterparts. The higher-ability learners were more self-confident, and they often used teacher suggestions as a base to revise their own writing. However, the findings of these studies are based on small sample sizes, so it is unclear if conferencing strategies and other contextual factors play a part in improving learner writing. In another study, Williams (2004, as cited in Hyland & Hyland, 2006) suggested that conferencing had greater impact on correcting local errors. Learners were successful in using direct teacher-suggestions.

Overall then, there is very limited evidence to show that oral and written feedback help writers to achieve greater accuracy over time and it would also seem that they are no effective in assisting self-editing. Teachers need to consider the various options and formulate an explicit policy for correcting errors in learners' written work. They also need to subject their policy to evaluation by evaluating the effects of their error correction, e.g. through action research.



CHAPTER III

METHODOLOGY

In this chapter, the participants of the study, the tools used for the analysis of data, and the procedures to conduct this research are described.

Methods

This case study followed a mixed approach of quantitative and qualitative methods. Both methods were combined to obtain a more reliable understanding of the study.

The study's quantitative feature allowed the researcher to determine what the students revised as well as how the teacher feedback influenced those revisions by providing statistics concerning the number of revisions and feedback suggestions given. The qualitative data gave the researcher an opportunity to explore the students' preferences and opinions concerning the use of feedback.

Participants

The participants selected by purposive sampling consisted of nine fourth-year and eleven third-year English majors at Mahasarakham University, divided into two classes which; were a) an Expository and Argumentative Composition class (nine learners), an elective course in the second semester of the academic year 2013 and, b) a Narrative and Descriptive Composition (eleven learners), an elective prescribe course in the second semester of the academic 2014 instructed by two writing teachers with doctoral degrees in Applied Linguistics and over 7 years' experience in teaching.

The learners' age ranged from 20-22 years. They had studied English for three semesters at the university before taking Expository and Argumentative Composition and Narrative and Descriptive Composition course. None of them (waiting for editing) had studied in an English speaking country or had any experience in a school that used English as a medium of instruction (e.g. international school). None of the participants



attended an English course at any other language institute in addition to the courses they were taking at the university at the time this research was conducted.

Setting

The data collected from this study took place in Mahasakham University. The learners were enrolled in an Expository and Argumentative Composition and Narrative and Descriptive Composition course as part of their semester schedule. The class met for 4 hours per week during semester.

For Narrative and Descriptive Composition course, learners practice writing different types of paragraphs for a meaningful communication and writing sentences containing main clauses with proper discourse connectors. For Expository and Argumentative Composition course, learners would learn how to write formal essays required for higher education. These essays are in the form of expository and argumentative writing. They would read exemplary writings and discuss topic selection, thesis statement, and essay organization. In addition, they would learn to research for information, and how to integrate and cite sources to avoid plagiarism. Both courses would focus on accuracy as well as fluency in writing by reviewing grammar and sentence structures, and practice through writing activities, and short presentations in class. They would pay attention to good writing, not just surface correctness. Learners would find that writing is a process and needs constant practice. At the end of the semester, they would have a collection of their writings in a portfolio.

Learners were assigned to write five writing tasks over a sixteen-week-period. For the first assignment of both courses, two drafts were written and revised, and for the second to fifth assignment - only one draft was written and revised. A number of feedback strategies including written and oral feedback were used randomly with each assignment.



Procedures

Learners in both classes were assigned to write five writing tasks; two for Argumentative Composition class and three for Narrative and Descriptive Composition class during the course and were given feedback on grammar and organization; a) all errors on grammar were counted in order to calculate the error rates, b) the mean error rates were analyzed, c) the results were concluded with discussion and suggestions.

Tools

The data collection tools used in this study were classroom observations, a background questionnaire and the learners' written works. It is important to mention that the results of this study cannot be generalized due to the small number of participants.

The calculation of each error

Each type of error made by learners in the first and second draft of essays counted to was investigating the progress in the repetition of the same mistakes. For details, see Appendix C.

An error code

An error code adopted from Ferris and Roberts (2001) was employed in this study. The error was coded and the demonstrations of giving feedback are included in Appendix B.

Questionnaire

The learners also answered a background questionnaire (see Appendix A), which consisted of multiple choice and open-ended questions

Data Collection

The participants were required to write five writing tasks to determine the efficacy of the feedback process. Data was collected to find answers to the research questions as follows.



The data collection was carried out in three phases during the course. Each phase lasted one week with two weeks between each phase. At the end, a sample of writing was chosen to give the participants the opportunity to be acquainted with the feedback and revision techniques. The researcher observed teachers during both stages and took notes to record the teachers' procedures in class, as well as used an audio-recorder to record the teacher and learners interaction technique. No active role was taken by researcher in any of the stages.

The five writing tasks used for this study received from two writing classes as follows; writing 1: Argumentative Writing Task 1 on controversial topic (we'll brainstorm these) and writing 2: Argumentative Writing Task 2 on controversial topics (Expository Writing Task was analyzed because learners were assigned in pair work). Writing 3: Narrative Writing Task 1, writing 4: Narrative Writing Task 2 and writing 5: Descriptive Writing Task 1. writing 2: Argumentative essay 1 on controversial topic (we'll brainstorm these) and writing 3: Argumentative essay 2 on controversial topics. The teacher conducted a group discussion eliciting information on the topics for the writing tasks. After learners finished their paper, the teacher focused on using the corrective feedback technique. The teacher collected all of the drafts for analysis. End comments were used to praise the learners' work and to give organization and content suggestions while a correction code was used for language suggestions. A correction code was supplied to the learners as well. The learners received their essays with feedback from the teacher and were asked to revise them for a final draft. Most of the participants were allowed to finish their first and final drafts as homework.

The learners also answered a background questionnaire, which consisted of multiple choice and open-ended questions written in the participants' L1 so that students had a full understanding of each question and could express their ideas without any problems.

The following Tables 1-2 show briefly the details of data collection.



Table 1 The Outline of Data Collection and Process of Teaching.

Time	Writing Task	Class Activities				
2 nd semester of the academic 2013	Argumentative Writing Task 1	Draft 1	Get written feedback	Draft 2	Get oral feedback	Final draft
	Argumentative Writing Task 2	Draft 1	Get written feedback			Final draft
2 nd semester of the academic 2014	Narrative Writing Task 1	Draft 1	Get written feedback	Draft 2	Get written feedback	Final draft
	Narrative Writing Task 2	Draft 1	Get written feedback			Final draft
	Descriptive Writing Task 1	Draft 1	Get written feedback			Final draft
Total	5 Writing Tasks	5 drafts		2 drafts		

Table 2 Schedule of Data Collection and Feedback

Meeting	Contents & activities	Remarks
Week 1	Introduction to the course Warm-up activities	Read <i>Shitty First Draft</i> and do in-class activities Hw: Write self-assessment
Week 2	Discussion of <i>Rhetoric</i> Definitions of expository and argumentative writing	Presentation topics assigned in class Hw: Read sample essays and write a response in notebook
	Organization of essays	
Week 3	Discussion of sample essays, And how to write an effective thesis statement	Write a thesis statement and outline of expository essay 1 in notebook



Table 2 (Continued)

Meeting	Contents & activities	Remarks
Week 4	Discussion of effective introductions, providing support and good conclusions	Hw: Write the first draft of expository essay 1
Week 5	Mechanics and coherence in writing (presentation starts)	Hw: Revise expository essay 1
Week 6	Writing conference	Hw: Revise expository essay 1
Week 7	Argumentative writing Writing with sources	Hw: Read handouts of argumentative essays with the same theme
Week 8	Presentations and discussions of essays	Hw: work on outlines of argumentative essay 1
Week 9	Argumentative writing Writing with sources (cont.)	Hw: Write argumentative essay 1
Week 10	Peer response and class discussion of your argumentative essay	Hw: Revise argumentative essay 1
Week 11	Argumentative writing techniques (cont.)	Hw: Write argumentative essay 2
Week 12	Writing conference	Hw: Revise argumentative essay 2
Week 13	Summary and review	Hw: Prepare for presentation
Week 14	Presentation of your best work	Hw: Prepare portfolio
Week 15	Take in-class final exam	
Week 16	Portfolio due	Done! Yay!

Data Analysis

All five essays involved the writing of a first draft, and revisions. Errors made by students in their writing were coded, categorized, and analyzed. The procedure for analyzing data was as follows:

1. Errors were underlined and given a description categorized by the error code. These were then counted and organized in the chart.
2. The researcher calculated the error rate based on the result. The error rate was calculated using the number of errors present in the drafts and each final essay;



a measure of errors per 100 words was calculated (total number of errors/total number of words x 100).

3. Each type of error in all five essays was counted in order to study the effect of repetition of each error type.

4. Lastly the teacher interview was analyzed with the purpose of identifying the teacher's opinions concerning the use of feedback and their preference for feedback. Also the learner's preference questionnaires were analyzed in order to obtain the students' perceptions and preferences concerning the feedback techniques.



CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the data collected during this study were examined and analyzed to find out the teachers' strategies in giving feedback and the effect of teachers' feedback on the learners who are Thai college students majoring in English at a university in Northeastern Thailand. The results revealed the diversity in Expository and Argumentative Composition, and Narrative and Descriptive Composition instructed by two writing teachers with doctoral degrees in Applied Linguistics and over 7 years' experience in teaching. Details of the results are presented as follows.

The first research purpose was to find out the teachers' strategies in giving feedback on students' writing of two different writing courses: Expository and Argumentative, and Narrative and Descriptive Composition. The students' essays with written feedback were carefully examined. The types of teachers' corrective feedback used on learners' writing were categorized. The teachers' strategies in giving feedback were observed and analyzed to find out what feedback techniques were used by the two teachers.

The second research purpose was to find out if the feedback helps learners improve accuracy in their writing and reduce the repetition of the same mistakes in revision and subsequent writing tasks. The error rates of each type of error made within five writing tasks of two groups of learners were analyzed in order to investigate the effects of teacher's feedback on their revisions. In addition, the error rates of each type of error made in five writing tasks in different genres of writing were compared in order to examine the percentage of errors when learners repeated the same type of mistakes.

Analysis of the teachers' strategies in giving feedback on learners' writing

Research Question 1

What are the teachers' strategies in giving feedback on learners' writing?

First of all, the types of corrective feedback based on Sheen (2011) were used in this study and also categorized into direct and indirect oral/written feedback.



The five writing tasks used for this study were from two writing classes as follows: the first was from Expository and Argumentative Writing course for fourth year English majors: two argumentative writing tasks on controversial topics of their choice; expository writing task which is pair work. The second was from Narrative and Descriptive Composition for third year English majors; two narrative writing tasks, and one descriptive writing task.

Oral and written corrective feedback were used and calculated in all tasks of writing. The results of the percentage of Argumentative Writing Task 1 teacher's feedback techniques used were analyzed in the Table 3



Table 3 The Percentage of Teacher's Feedback Techniques Used on Argumentative Writing Task

Ln. No.	T/CF			T/CF	Types of Corrective Feedback																T/WCF
	D1 of WT1	D2 of WT1	D1 of WT2		Oral								T/OCF	Written							
					Direct				Indirect					Direct			Indirect				
					1a	1b	2	7	3	4	5	6		1	2	3	7	4	5	6	
1	32	8	67	107	-	-	-	1	6	-	-	1	8	67	5	-	13	1	10	3	99
2	48	36	31	115	-	-	29	3	4	-	-	-	36	22	-	-	2	7	44	4	79
3	36	16	39	91	-	-	8	1	5	2	-	-	16	46	-	-	7	9	11	2	75
4	47	36	54	137	-	-	16	5	13	2	-	-	36	54	-	-	6	8	22	11	101
5	22	13	27	62	-	-	5	1	7	-	-	-	13	27	-	1	5	7	9	-	49
6	30	19	33	82	-	-	6	2	10	1			19	26	6	-	5	5	15	6	63
7	47	38	56	141	-	-	18	3	15	1	-	1	38	60	-	-	6	7	23	7	103
8	28	11	20	59	-	-	3	1	7	-	-		11	20	-	-	6	6	16	-	48
9	34	14	37	85	-	-	4	2	8	-	-	-	14	32	-	-	9	9	21	-	71
Total	324	191	364	879	0	0	89	19	75	6	0	2	191	354	11	1	59	59	171	33	688
%	36.86	21.73	41.41	100.00	0.00	0.00	46.60	9.95	39.27	3.14	0.00	1.05	100.00	51.45	1.60	0.15	8.58	8.58	24.85	4.80	100.00

Ln. No. = Learner Number, D = draft, CF = Corrective Feedback, WT = Writing Task, T/CF = Total number of Corrective Feedback,

T/WCF = Total number of Written Corrective Feedback T/OCF = Total number of Oral Corrective Feedback

Direct OCF; 1a = Didactic recast, 1b = Conversational recasts, 2 = Explicit correction, 7 = Metalinguistic clue

Indirect OCF; 3 = Explicit correction with metalinguistic explanation, 4 = Clarification requests, 5 = Repetition, 6 = Elicitation

Direct WCF; 1 = Direct non-metalinguistic written correction, 2 = Direct metalinguistic written correction, 3 = Direct written correction (not located), 7 = Reformulation

Indirect WCF; 4 = Indirect written correction (located), 5 = Indirect written correction (using error code), 6 = Indirect metalinguistic written correction

Overall, the result from the analysis of the percentage of teacher's feedback techniques used on Argumentative Writing Task revealed that direct non-metalinguistic written correction was used most in giving written feedback on learners' writing (51.45%), followed by indirect written correction (using error code) (24.85%), reformulation, indirect written correction (located) (8.58%), indirect metalinguistic written correction direct (4.80%), metalinguistic written correction and direct written correction (not located) (1.60 and 0.15 %), respectively.

Subsequently, after receiving written corrective feedback, the teacher used oral corrective feedback on Draft 2 of Argumentative Writing Task 1. The result showed that direct oral corrective feedback named explicit correction was used the most (46.60 %), followed by explicit correction with metalinguistic explanation (39.27 %) this is indirect oral feedback type, metalinguistic clue, clarification requests and Elicitation (9.95, 3.14 and 1.05%). On the other hand, some types of oral corrective were not used in giving feedback included didactic recast, conversational recasts and repetition.

Table 4 The Percentage of Teacher's Feedback Techniques Used on Narrative and Descriptive Writing Task

Ln. No.	D1 of WT3	D2 of WT3	D1 of WT4	D1 of WT5	T/CF	Type of WCF						
						Direct				Indirect		
						1	2	3	7	4	5	6
1	49	15	37	24	125	66	0	0	3	38	17	1
2	153	50	61	28	292	98	0	0	5	124	59	6
3	112	62	126	38	338	182	0	0	8	63	79	6
4	132	48	82	55	317	166	0	0	11	84	56	0
5	141	45	124	42	352	180	0	0	10	95	65	2
6	90	49	75	39	253	126	0	0	4	73	45	5
7	70	30	85	49	234	122	0	0	10	48	51	3
8	117	35	74	59	285	154	0	0	14	58	58	1



Table 4 (Continued)

Ln. No.	D1 of WT3	D2 of WT3	D1 of WT4	D1 of WT5	T/CF	Type of WCF						
						Direct				Indirect		
						1	2	3	7	4	5	6
9	116	34	49	59	258	99	0	0	11	79	65	4
10	74	36	41	33	184	70	0	0	13	58	42	1
11	112	60	202	84	458	299	0	0	24	51	84	0
Total	1166	464	956	510	3096	1562	0	0	113	771	621	29
%	37.66	14.99	30.88	16.47	100.00	50.45	0.00	0.00	3.65	24.90	20.06	0.94

Similar result from the analysis of the percentage of feedback techniques used on Narrative and Descriptive Writing Tasks showed that direct non-metalinguistic written correction was used most frequently in giving written feedback on learners' writing (50.45%), followed by indirect written correction (located), indirect written correction (using error code), reformulation, indirect metalinguistic written correction (24.90, 20.06, 3.65, and 0.94%), respectively. On the other hand, some types of written corrective were not used in giving feedback included direct metalinguistic written correction and direct written correction (not located).

Additionally, both teachers used different strategies in giving corrective feedback. For the Argumentative writing class, the teacher gave learners written corrective feedback, followed by oral corrective feedback. On the other hand, in the Narrative and Descriptive writing class, the teacher used only written corrective feedback.

Analysis of the Mean Error Rate of Each Draft and Subsequent Writing Task

Research Question 2

What are the effects of teachers' feedback on learners' revision?

The learners' error rates were calculated and the results of Draft 1 and Draft 2 of Argumentative Writing Task 1 and Narrative Writing Task 1 were compared. A comparison of learners' draft showed the improvement of writing quality, grammatical accuracy. The comparison of the individual results was shown in the Table 5 and 6.



Table 5 Individual Learners' Results of Error Rate of the Argumentative Writing Task

Ln.No.	T/W	T/E	E/R	T/E	E/R	T/W	T/E	E/R
	Argumentative WT 1					Argumentative WT 2		
	Draft 1			Draft 2		Draft 1		
1	775	32	4.13	8	1.03	994	67	6.74
2	512	48	9.38	36	7.03	623	31	4.98
3	622	36	5.79	16	2.57	758	39	5.15
4	625	47	7.52	36	5.76	994	54	5.43
5	530	22	4.15	13	2.45	550	27	4.91
6	700	30	4.29	19	2.71	705	33	4.68
7	625	47	7.52	38	6.08	713	56	7.85
8	1,027	28	2.73	11	1.07	690	20	2.90
9	752	34	4.52	14	1.86	829	37	4.46
Avg.	685.33	36	5.56	21.22	3.40	761.78	40.44	5.23
S.D.			2.03		2.15			1.40

Ln. No. = Learner Number,

T/W = Total number of words

T/E = Total number of errors,

E/R = Error Rate

Table 6 Individual Learners' Results of Error Rate of the Narrative and Descriptive Writing Tasks

Ln.No.	T/W	T/E	E/R	T/E	E/R	T/W	T/E	E/R	T/W	T/E	E/R
	Narrative WT 3					Narrative WT 4			Descriptive WT 5		
	Draft 1			Draft 2		Draft 1			Draft 1		
1	690	49	7.10	15	2.17	780	37	4.74	546	24	4.40
2	946	153	16.17	50	5.29	477	61	12.79	304	28	9.21
3	742	112	15.09	62	8.36	492	126	25.61	540	38	7.04
4	693	132	19.05	48	6.93	412	82	19.90	351	55	15.67
5	782	141	18.03	45	5.75	656	124	18.90	335	42	12.54
6	648	90	13.89	49	7.56	763	75	9.83	367	39	10.63
7	533	70	13.13	30	5.63	556	85	15.29	343	49	14.29



Table 6 (Continued)

Ln.No.	T/W	T/E	E/R	T/E	E/R	T/W	T/E	E/R	T/W	T/E	E/R
	Narrative WT 3					Narrative WT 4			Descriptive WT 5		
	Draft 1			Draft 2		Draft 1			Draft 1		
8	677	117	17.28	35	5.17	305	74	24.26	415	59	14.22
9	630	116	18.41	34	5.40	335	49	14.63	344	59	17.15
10	724	74	10.22	36	4.97	245	41	16.73	386	33	8.55
11	838	112	13.37	60	7.16	955	202	21.15	482	84	17.43
Avg.	718.45	106.00	14.70	42.18	5.85	543.27	86.91	16.71	401.18	46.36	11.92
S.D.			3.68		1.66			6.19			4.29

Ln. No. = Learner Number,

T/W = Total number of words

T/E = Total number of errors,

E/R = Error Rate

The following Table 7 and Table 8 presented the comparison of the mean error rates calculated in each draft of each writing task.

Table 7 Comparison of Draft 1 and Draft 2 of Argumentative Writing Task 1

Argumentative WT 1	N	Mean	Mean diff.	S.D.	t-test	Sig. (2-tailed)
Draft 1	9	5.56	2.16	2.03	9.455**	.000
Draft 2	9	3.40		2.15		

** The mean difference is significant at the 0.01 level.



The mean error rate of Draft 1 was 5.56 and the mean error rate of Draft 2 was 3.40. Showing a reduction in error rate of 2.16; indicating that the learners reduced error rates and improved grammatical accuracy in Draft 2 of Argumentative Writing Task1. The t-test (T-test is a statistical examination of two population means. A two-sample t-test examines whether two samples are different and is commonly used when the variances of two normal distributions are unknown and when an experiment uses a small sample size), which was 9.455, suggested a significant difference reduction of error rates between Draft 1 and Draft 2 at the 0.01 level (The level of statistical significance is determined by the probability that this has not, in fact, happened. P is an estimate of the probability that the result has occurred by statistical accident. Therefore a large value of P represents a small level of statistical significance and vice versa. A typical level at which the threshold of P is set would be 0.01, which means there is a one percent chance that the result was accidental. The significance of such a result would then be indicate by the statement $p < 0.$).

Table 8 Comparison of Draft 1 and Draft 2 of Narrative Writing Task 1

Narrative WT 1	N	Mean	Mean diff.	S.D.	t-test	Sig. (2-tailed)
Draft 1	11	14.70	8.85	3.68	9.169**	.000
Draft 2	11	5.85		1.66		

** The mean difference is significant at the 0.01 level.

Similarly, the result of comparison of Draft 1 and Draft 2 of Narrative Writing Task 1 showed that the mean error rate of Draft 1 was 14.70 and the mean error rate of Draft 2 was 5.85. The mean reduction in error rate was 8.85; showing that the learners reduced error rates and improved grammatical accuracy in Draft 2 of Narrative Writing Task1. The t-test, which was 9.169, suggested a significant difference reduction of error rates between Draft 1 and Draft 2.

Table 7 and 8 indicate that the mean of error rates decreased in Argumentative and Narrative Writing Task 1. This proved that the learners reduced error rates and improved grammatical accuracy in the next draft of their writing after receiving written and oral corrective feedback.



The learners' error rates were calculated in terms of grammatical accuracy. The results of five writing tasks were compared, in order to see if the feedback helps learners reduce the repetition of the same mistake in revision and subsequent essay by examining the mean of error rate. The following Table 9, 10 and 11 present the comparison of the mean error rates calculated in five writing tasks.

Table 9 Comparison of Argumentative Writing Task 1 and 2 Mean Error Rates

Writing Task	N	Mean	Mean diff.	S.D.	t-test	Sig. (2-tailed)
Argumentative E1	9	5.56	0.33	2.03	0.497	.632
Argumentative E2	9	5.23		1.40		

The result revealed that the mean error rate of the Argumentative Writing Task 1 was 5.56 and the mean error rate of Argumentative Writing Task 2 was 5.23. The mean difference in error rate was 0.33; showed that the learners reduced error rates in subsequent Writing Task. The percent difference in error rate also indicates that they improved grammatical accuracy 5% in Argumentative Writing Task 2. However, the t-test was 0.497 indicating that there was no significant difference between the Argumentative Writing Task 1 and 2. This proved that the learners only show a small improvement in grammatical accuracy in subsequent essay after receiving written corrective feedback.

Table 10 Comparison of Narrative Writing Task 1, 2 and Descriptive 1 Mean Error Rates

Writing Task	N	Mean	Mean diff.	S.D.	t-test	Sig. (2-tailed)
Narrative E1	11	14.70	-2.01	3.68	-1.277	.230
Narrative E2	11	16.71	4.79	6.19	2.674	.023
Descriptive E1	11	11.92		4.29		



When looking at each genre, it can be seen that there were different results regarding the improvement of writing quality. For Narrative Writing Task, the mean error rate of Narrative Writing Task 1 was 14.70 and the mean error rate of Narrative Writing Task 2 was 16.71. The percent difference in error rate was -2.01. The t-test was -1.277; indicating that the learners performance in reduced in Narrative Writing Task 2, but the difference was not significant between the result of Narrative Writing Task 1 and 2. Conversely, the result revealed that the mean error rate of Narrative Writing Task 2 was 16.71 and the mean error rate of Descriptive Writing Task1 was 11.92. The mean difference in error rate was 4.79; showing that the learners reduced error rates and improved grammatical accuracy in the subsequent essay. However, the t-test was 2.674 and found that there was no significant difference between Narrative Writing Task 2 and Descriptive Writing Task1.

Table 11 Comparison of Narrative Writing Task 1, 2 and Descriptive 1 Mean Error Rates

Writing Task	N	Mean	Mean diff.	S.D.	t-test	Sig. (2-tailed)
Narrative E1	11	14.70	2.78	3.68	2.674	.023
Descriptive E1	11	11.92		4.29		

In addition, the result revealed that the mean error rate of Narrative Writing Task 1 and Descriptive Writing Task1 were 14.70 and 11.92. The mean difference in error rate was 2.78; showed that the learners reduced error rates and improved grammatical accuracy in the different genre. The t-test was 2.674 and found that there was no significant difference between Narrative Writing Task 2 and Descriptive Writing Task1 at the 0.01 level.

To sum up, the different mean of error rate between drafts and subsequent writing tasks tended to decrease; indicating that the feedback helps leaners improve accuracy in their writing and reduces the repetition of the same mistake in revision on learners' writing. However, the mean of error rate of Narrative Writing Task 1 and 2



increased slightly; meaning that the number of errors made by learners also increased. They were not reducing their mistakes!

Although the learners reduced their errors and improved grammatical accuracy in their writing after receiving written corrective feedback, some types of written corrective feedback had no effect on learners' revision as the following data shows in table 12.

Table 12 The Effect of Different Types of Teacher Written Corrective Feedback on Learners' Revision on Argumentative Writing Task 1 and 2

Types of WCF	T/WCF	%	T/NR	T/RI	T	NR/ %
Direct WCF						
Direct non-metalinguistic written correction	354	51.45	19	1	20	2.91
Direct metalinguistic written correction	11	1.60	1	-	1	0.15
Direct written correction (not located)	1	0.15	-	-	-	0.00
Reformulation	59	8.58	1	-	1	0.15
Indirect WCF						
Indirect written correction (located)	59	8.58	4	1	5	0.73
Indirect written correction (using error code)	171	24.85	21	13	34	4.94
Indirect metalinguistic written correction	33	4.80	4	2	6	0.87
Total	688		50	17	67	
%			7.27	2.47	9.74	

T/NR = Total number of Error that learners did not revise

T/RI = Total number of Error that learners revise their writing incorrectly

NR/Rate = Revision Rate (do not revise and revise incorrectly)

According to Table 12, the percentage of revision showed that in Draft 1 of Argumentative Writing Task 1 and 2, after receiving different types of written corrective feedback, some types of feedback did not effect on learners' revision (9.74%). Learners not only did not revise (7.27%) but also revised their writing incorrectly (2.47%). Indirect written correction (using error code) was the commonest type that learners did not revise (4.94%), followed by direct non-metalinguistic written



correction, indirect metalinguistic written correction, indirect written correction (located), direct metalinguistic written correction and reformulation, respectively as the above table shows.

Table 13 The Effect of Different Types of Teachers' Written Corrective Feedback on Learners' Revision on Narrative and Descriptive Writing Task

Types of WCF	T/WCF	%	T/NR	T/RI	T	NR/ %
Direct WCF						
Direct non-metalinguistic written correction	1562	50.45	64	9	73	2.36
Direct metalinguistic written correction	0	0.00	0	0	0	0.00
Direct written correction (not located)	0	0.00	0	0	0	0.00
Reformulation	113	3.65	1	5	6	0.19
Indirect WCF						
Indirect written correction (located)	771	24.90	69	59	128	4.13
Indirect written correction (using error code)	621	20.06	46	43	89	2.87
Indirect metalinguistic written correction	29	0.94	4	0	4	0.13
Total	3096		184	116	300	
%			5.94	3.75	9.69	

According to Table 13, the percentage of revision showed that three writing tasks namely 2 drafts of Narrative and Descriptive Writing Task, after receiving different types of written corrective feedback, some types of feedback had no effect on learners' revision (9.69%). Learners not only did not revise (5.94%) but also revised their writing incorrectly (3.75%). Direct non-metalinguistic written correction type was used the most, but after receiving teacher feedback, indirect written correction (located) was the type which learners did not revise and revised incorrectly the most (4.13%),



followed by indirect written correction (using error code) (2.87%), indirect metalinguistic written correction (2.36%), reformulation, and direct non-metalinguistic written correction (0.19 and 0.13%), respectively. Otherwise, direct metalinguistic written correction and direct written correction (not located) type were not used in giving teacher feedback strategies.

Table 14 The Effect of Different Types of Teachers' Oral Corrective Feedback on Learners' Revision on Draft 2 of Argumentative Writing Task 2

Types of OCF	T/OCF	%	T/NR	NR/ Rate
Direct OCF				
Didactic recast	0		-	0.00
Conversational recasts	0	0.00	-	0.00
Explicit correction	89	46.60	12	6.28
Metalinguistic clue	19	9.95	-	0.00
Indirect OCF				
Explicit correction with metalinguistic explanation	75	39.27	2	1.05
Clarification requests	6	3.14	-	0.00
Repetition	0	0.00	-	0.00
Elicitation	2		-	0.00
Total	191	100.00	14	7.33

As shown above, the percentage of revision showed that in Draft 2 of Argumentative Writing Task 1, after receiving different types of oral corrective feedback, was only 7.33% which indicated that learners did not revise their writing. There were two types of feedback which had no effect on learners' revision, namely explicit correction and explicit correction with metalinguistic explanation; it was at 6.28 and 1.05%, respectively.



Table 15 The Results of the Analysis of Writing Organizations and Ideas in Five Writing Tasks

Error Types	T/CF	%	T/NR	R/ Rate
Organizations	46	1.16	0	100
Ideas	23	0.57	0	100
Total	69	1.73	0	100.00

According to Table 15, after receiving both oral and written feedback focused on organizations and ideas, the percentage of revision showed that in Draft 2 of all five writing task was 100.00% which indicated that learners revised their writing every times. When draft 1 and draft 2 of different writing tasks were compared, it was found that learners were able to revise all their organization and idea errors in the later topics and the next draft of Argumentative, Narrative and Descriptive writing tasks. However, the total number of giving feedback was only 1.73 %, most of oral and written corrective feedback was used frequently for teachers' strategies in giving feedback on learners' writing was direct corrective feedback type.

Analysis of Grammatical Error Repetition

Lastly, the researcher analyzed each error and categorized them in order to see the effects of teachers' feedback on grammatical error repetition. The effects of different types of teacher written feedback on revision and on subsequent writing are presented in this section. The results of the effects on revision were reported based on the comparison between drafts. To further investigate the differences in the effects of each feedback type, a comparison of error rates found in the final drafts was also made here. The results of the effects on subsequent writing were analyzed by comparing subsequent writing in Draft 1.

The effects of different types of teacher written feedback on the learners' grammatical accuracy in revision were presented in Table 13. This table presented the results of the analysis of descriptive statistics for the mean of the five errors categories i.e., noun ending (NE), article (Art), wrong word (WW), verb (V), and sentence structure (SS) errors occurred in Draft 1 and 2 of two genres were compared and those



of the analysis of Paired Samples Test to show the comparison of the mean of error rates found in two genres when the learners received teacher written feedback and oral feedback in Draft 2 of Argumentative Writing Task.

Table 16 Comparison of Each Mean Error Rate in Each Draft of Argumentative and Narrative Writing Task 1

Writing Task	Error types	Mean	S.D.	Mean	S.D.	t-test	Sig. (2-tailed)
		Draft 1		Draft 2			
Argumentative E1	V	0.88	0.97	0.39	0.53	2.784	.024
	NE	0.69	0.57	0.58	0.62	1.154	.282
	Art	0.30	0.24	0.22	0.26	1.134	.290
	WW	1.34	0.44	0.72	0.35	4.280**	.003
	SS	2.36	0.79	1.49	0.76	4.349**	.002
	Total	5.56	3.01	3.40	2.52		
Narrative E1	V	2.94	1.12	0.97	0.64	6.447**	.000
	NE	0.63	0.36	0.29	0.26	3.352**	.007
	Art	0.62	0.42	0.30	0.32	3.160**	.010
	WW	3.75	1.42	1.82	0.62	5.831**	.000
	SS	6.76	1.96	2.46	1.16	7.699**	.000
	Total	14.69	5.28	5.84	3.00		

** The mean difference is significant at the 0.01 level.

Overall, the result of the mean of error rate as shown in blankets showed that in Draft 1 of Argumentative Writing Task 1 and Narrative Writing Task 1, the errors mostly occurred in sentence structure errors (2.36 and 6.76), followed by wrong word (1.34 and 3.75), verb (0.88 and 2.94), noun ending (0.69 and 0.63), and article (0.30 and 0.62), respectively. After receiving teacher written corrective feedback on writing Draft 2 of both Writing Tasks, the learners reduced all their errors. Mean of the errors in verb, noun, ending, article, wrong word and sentence structure found in Draft 2 of Argumentative Writing Task was 0.39, 0.58, 0.22, 0.72 and 1.49, respectively.



For Narrative Writing Task, the mean of error rates in verb, noun, ending, article, wrong word and sentence structure was reduced slightly. It was at 0.64, 0.26, 0.32, 0.62 and 1.16, respectively. Also the result from the analysis of Paired Samples Test when receiving teacher written corrective feedback showed that there was a significant reduction of error rates between Draft 1 and Draft 2 of Narrative and Descriptive Writing Task in all errors types.

Furthermore, the results of the effects of different types of teacher written feedback on subsequent writing were analyzed by comparing draft 1 of all genres. Different results were found in Argumentative Writing Task 1 and 2 as shown in Table 17, as well as Narrative and Descriptive Writing Task as shown in Tables 18-20.

Table 17 Comparison of Each Mean Error Rate in Argumentative Writing Task 1 and 2

Error types	Mean	S.D.	Mean	S.D.	t-test	Sig. (2-tailed)
	Argumentative E1		Argumentative E2			
V	0.88	0.97	0.55	0.46	1.123	.294
NE	0.69	0.57	0.34	0.20	1.567	.156
Art	0.30	0.24	0.28	0.27	0.272	.793
WW	1.34	0.44	1.44	0.48	-1.003	.345
SS	2.36	0.79	2.61	0.84	-1.084	.310
Total	5.56	3.01	5.23	2.05		

The result from the data analysis showed that in Argumentative Writing Task 1 and 2, the errors mostly occurred in sentence structure errors (2.36 and 2.6), followed by wrong word (1.34 and 1.44), respectively. After receiving teacher written corrective feedback, these meant that the learners did not reduce their errors. They still repeated the same type of mistakes.

However, the mean of error rates of writing tasks in verb (0.88 and 0.55), noun ending (0.69 and 0.34) and article (0.30 and 0.28) was reduced a little. After receiving teacher written corrective feedback, the learners reduced these types of errors.

Additionally, the result from the analysis of Paired Samples Test when receiving teacher written corrective feedback showed that there was no significant



difference in both of reduction and repetition of error rates in Draft 1 of Argumentative Writing Task 1 and 2 in all errors types.

Similar results were found in Narrative and Descriptive Writing Task as shown in Tables 18-20.

Table 18 Comparison of Each Mean Error Rate in Narrative Writing Task 1 and 2

Error types	Mean	S.D.	Mean	S.D.	t-test	Sig. (2-tailed)
	Narrative E1		Narrative E2			
V	2.94	1.12	3.10	1.88	-0.380	.712
NE	0.63	0.36	1.53	1.29	-2.630	.025
Art	0.62	0.42	2.28	1.36	-4.049**	.002
WW	3.75	1.42	4.54	2.12	-1.216	.252
SS	6.76	1.96	5.26	1.83	2.460	.034
Total	14.70	5.28	16.71	8.48		

** The mean difference is significant at the 0.01 level.

The result from the comparison of mean error rate showed that in Narrative Writing Task 1 and 2, the errors occurring commonly repeatedly were in sentence structure (6.76). , but after receiving teacher written corrective feedback, this error reduced.

Conversely, the mean of error rates of both Writing Tasks followed by wrong word (3.75 and 4.54), verb (2.94 and 3.10), noun ending (0.63 and 1.53) and article (0.62 and 2.28), respectively, was increased considerably. After receiving teacher written corrective feedback, the learners did not reduce their errors, and they also still repeated the same types of mistakes in wrong word, verb, noun ending and especially article error in Narrative Writing Task 2.

As well, the result from the analysis of Paired Samples Test when receiving teacher written corrective feedback showed that there was no a significant reduction of error rates in Draft 1 of Narrative Writing Task 2 in the four error types with exception of the article error.



Table 19 Comparison of Each Mean Error Rate in Narrative and Descriptive Writing Task 1

Error types	Mean	S.D.	Mean	S.D.	t-test	Sig. (2-tailed)
	Narrative E1		Descriptive E1			
V	2.94	1.12	1.80	1.15	3.313**	.008
NE	0.63	0.36	1.02	0.69	-1.574	.146
Art	0.62	0.42	1.91	1.31	-2.894	.016
WW	3.75	1.42	3.38	1.71	0.752	.469
SS	6.76	1.96	3.82	1.57	4.990**	.001
Total	14.70	5.28	11.93	6.43		

**The mean difference is significant at the 0.01 level.

When compared the result of mean error rates in Narrative Writing Task 1 and Descriptive Writing Task 1 found that the learners could reduce some types of error; sentence structure errors (6.76 and 3.82), followed by wrong word (3.75 and 3.38) and verb (2.94 and 1.80), respectively, but there were some noun ending (0.63 and 1.02) and article (0.62 and 1.91) errors found in Descriptive Writing Task 1. The analysis of Paired Samples Test when receiving teacher written corrective feedback showed that there was also no significant reduction of error rates in Draft 1 of Descriptive Writing Task 1 in noun ending, article and wrong word errors types.

Finally, Table 20 presented the comparison of mean error rate in Narrative Writing Task 2 and Descriptive Writing Task 1, which gave a similar picture to the previous.



Table 20 Comparison of Each Mean Error Rate in Narrative Writing Task 2 and Descriptive Writing Task 1

Error types	Mean	S.D.	Mean	S.D.	t-test	Sig. (2-tailed)
	Narrative E2		Descriptive E1			
V	3.10	1.88	1.80	1.15	2.129	.059
NE	1.53	1.29	1.02	0.69	1.178	.266
Art	2.28	1.36	1.91	1.31	0.611	.555
WW	4.54	2.12	3.38	1.71	1.394	.194
SS	5.26	1.83	3.82	1.57	2.855	.017
Total	16.71	8.48	11.93	6.43		

The result of comparison of mean error rates in Narrative Writing Task 2 and Descriptive Writing Task 1 found that the learners could reduce all types of error; sentence structure errors (5.26 and 3.82), followed by wrong word (4.54 and 3.38), verb (3.10 and 1.80), noun ending (1.53 and 1.02), and article (2.28 and 1.91), respectively. The analysis of Paired Samples Test when receiving teacher written corrective feedback showed that there was a significant reduction of error rates in Draft 1 of Descriptive Writing Task 1 in some errors types at the 0.01 level.

In conclusion, Tables 16-20 displayed the mean error rates of each type of error made in five writing tasks, in order to study the effect of repetition of each error. The type of error which occurred most frequently in the five writing tasks was sentence structure error, followed by wrong word, verb, noun ending and article, respectively. The learners showed a remarkable improvement in Draft 2 of Argumentative Writing Task 1, Narrative Writing Task 1 and Descriptive Writing Task 1. This means that most learners could reduce the amount of repetition of the same mistakes at the end of the course. The mean differences between five Writing Tasks indicated that the learners made less improvement than Draft 1 and Draft 2 of Argumentative Writing Task 1 and Narrative Writing Task 1 and even increased their errors in five categories of error in the subsequent writing task.



CHAPTER V

CONCLUSION

In this chapter, the study and the research findings are discussed in relation to the research questions and goals of the study. Furthermore, the implication and the limitations of this study are outlined. Finally, the chapter is concluded with general recommendations and suggestions for further studies.

Research Questions

1. What are the teacher's strategies in giving feedback on learners writing?
2. What are the effects of teacher's feedback on learners' revisions?

Procedures

1. Research and literature related to this study were reviewed.
2. Nine fourth-year and eleven third-year English majors at a university in Northeastern Thailand were selected through a purposive sampling technique and were divided into two classes below;
 - 2.1 an Expository and Argumentative Composition class (nine learners),
 - 2.2 a Narrative and Descriptive Composition class (eleven learners).
3. Learners in both classes were assigned to write five writing tasks; two for Argumentative Composition class and three for Narrative and Descriptive Composition class during the course and were given feedback on grammar and organization;
 - 3.1 All errors on grammar were counted in order to calculate the error rates.
 - 3.2 The mean error rates were analyzed.
 - 3.3 The results were concluded with discussion and suggestions.



Research Results

1. Direct non-metalinguistic written correction was used most frequently for teachers' strategies in giving written feedback on learners' writing. Additionally, after receiving written corrective feedback, learners received oral corrective feedback. The type of direct oral corrective feedback named explicit correction was used most repeatedly.

2. Teachers' feedback effect on learners' revision was as follow;

2.1. The effect on the learners' improvement of writing in grammatical accuracy

To assess the results of the learners' improvement in grammatical accuracy on revision among the five writing tasks focus centered on five error categories (verb, noun ending, article, wrong word, and sentence structure). It was found that after written and oral feedback, there was a significant difference in error rate reduction on Draft 2. It was revealed that overall the error rates found between Draft 1 and 2 of two genres of writing were reduced significantly in all categories, indicating that the learners' grammatical accuracy improved. Finally, when Draft 1 of different writing tasks were compared, it was found that there was a significant difference in the later topics of Argumentative, Narrative and Descriptive writing tasks, the mean error rate was slightly higher than that for the first topic for those tasks. However, comparing Draft 1 of Narrative writing task 2 to Descriptive writing task 1, it was found that learners were able to reduce their error rate, there was also no significant difference in different genre writing tasks.

2.2 The effect on the learners' improvement of writing in organization and ideas

When draft 1 and draft 2 of different writing tasks were compared, it was found that learners were able to revise all their organization and idea errors in the later topics and the next draft of Argumentative, Narrative and Descriptive writing tasks. However, there was only a few total number of giving feedback. Most oral and written corrective feedbacks used frequently for teachers' strategies in giving feedback on learners' writing were direct corrective feedback type.



Summary

There are two main research results to be summarized in this study: the teachers' strategies in giving feedback on learners' writing, the effects of teachers' feedback on learners' revision; the learners' improvement in accuracy.

1. The teachers' strategies in giving feedback on learners' writing

The result from the analysis of the percentage of teacher's feedback techniques used on Argumentative, Narrative and Descriptive writing tasks revealed that direct non-metalinguistic written correction was used the most in giving written feedback on learners' writing, followed by indirect written correction (using error code). After receiving written corrective feedback the teachers then followed-up with oral corrective feedback on Draft 2 of Argumentative Writing Task 1. It was found that direct oral corrective feedback referred to as explicit correction was used the most regularly, followed by explicit correction with metalinguistic explanation. There was a significant difference in error rate reduction on Draft 2. It was revealed that overall the error rates found between Draft 1 and 2 of two genres of writing were reduced significantly in all categories, indicating that the learners' grammatical accuracy improved. Both teachers prefer direct corrective feedback. This tied in with Chandler's (2003) conclusion that direct feedback or correction by the teacher was the best of the four methods (correction, underlining and description, description, and underlining) used, as measured by changes in accuracy of the student writing. The superiority of direct feedback cooperate other methods is that the students can correct significantly more of their errors on revisions with this method than either coded or uncoded feedback and might be due to the fact that it is "the fastest and the easiest way for them to revise".

Also, the results were supported by Sheen, Wright, and Moldawa (2009), their finding found that a direct-only correction performed much better in language analytic ability. However, language analytic ability was more strongly related to acquisition in the direct metalinguistic group than in the direct-only group. The results showed that written CF targeting a single linguistic feature improved learners' accuracy, especially when metalinguistic feedback was provided and the learners had high language analytic ability. Ferris (1997) also valued teacher



feedback followed by students' revision stating, "when changes (whether minimal or substantial) were made, they overwhelmingly tended to improve the students' paper".

Although the learners reduced their errors and improved grammatical accuracy in their writing after receiving written corrective feedback, some types of written corrective feedback was relatively ineffective on learners' revision as the data in table 12, 13, and 14 in chapter IV shows.

2. The effects of teachers' feedback on learners' revision;

Regarding the results of the improvement of grammatical accuracy, there was a significant reduction of error rates between Draft 1 and 2 all two writing tasks of two genres. These errors reduced significantly after receiving teachers' feedback of any type (see Tables 7 and 8 in Chapter IV). These finding were supported by the conclusion of some previously conducted research which valued the pattern of teacher's error correction followed by learners' revision stating that writing accuracy could improve, especially when learners are required to revise or rewrite their papers after receiving teachers' feedback (Ferris, 1995 and Ferris, 2002). A number of other studies also gathered empirical evidence suggestions improvements support when the students revise their paper after receiving error feedback (Fathman and Whalley, 1990; Ferris, 1997; Chandler, 2000; Ferris et al, 2000; Ferris and Roberts, 2001). Furthermore, the results substantiate earlier findings by Aschwell (2000), Chandler (2003) and Fathman and Whalley (1990) who found that to increase accuracy in student writing, teachers should give error feedback, followed up by students making revisions. Thus, it might be concluded from this study that the grammatical accuracy improved significantly because these students were given teacher written feedback and then required to correct their own errors over the 16-week period. The findings also showed that on revision, errors were reduced the most when the learners received direct and indirect written correction followed by oral feedback.

The results of the analysis of the learners' writing errors illustrated that the learners made the commonest errors in sentence structure, followed by wrong word, verb, noun endings, and articles, respectively. It was also observed that they were more successful in correcting errors in verbs, than other error category; wrong word and sentence structure, noun endings and articles, which supported Ferris



and Roberts' (2001) claim that the students can correct their treatable errors more successfully as compared with the untreatable errors.

Lack of attention to grammar led to writing improperly formed essays that were merely reflections or records of their thoughts and showed no improvement in writing accuracy. It is possible that learner weakness in general English language proficiency limited their abilities to organize their ideas into proper English forms. As a result, learners increased grammatical accuracy significantly in their writing, but did not show any reduction in the varieties of error.

The comparison between Drafts 1 and 2 among the five writing tasks showed that a positive effect on fluency was achieved initially. The comparison between Drafts 1 and 2 of the final two writing tasks, results revealed that overall there was a significant improvement of writing at the end of the semester. This might possibly be due to the fact that when the learners learned more from their errors, teacher correction, revision activity, and from practicing their writing over a period of time (16 weeks): learners felt more confident to write even more challenging genres. The results corresponded to the positive effects of teacher written feedback on fluency reported in Robb et al's (1986) research on Japanese EFL students and Chandler's (2003) investigation of Hispanic, Asian, and South East Asian students.

However, there was no statistically significant difference of writing improvement on subsequent essays. The t-test indicated that there was no significant difference at 0.01 level as shown in Table 7, 8 and 9 in chapter IV. The average number of error rate in Argumentative writing task 1 and 2 was 5.6 and 5.23, as well as Narrative writing task 1 and 2 was 14.70 and 16.71. These findings partially confirm those of Truscott, 1996 that having student correct errors is ineffective and it also discourages many students to write accurately.

It could be said that teachers' feedback cannot be considered as an all-purpose treatment to prevent repetition of the same mistakes. In the case where learners were to be given corrections for a stage they had not yet reached, such correction might not be effective. It does not seem that this teachers' feedback affected accuracy.



Furthermore, learners can reduce all types of error in Narrative 2 to Descriptive 1, but t-test showed no significant improvement in writing accuracy as presented in Table 20. The number of error rates decrease only slightly; it is assumed that this was because the topic for the later task was considered decreasingly difficult and their submissions were shorter and easier. The levels of difficulty of different genres was pointed by Weigle (2002) as stating "... discourse mode makes a difference in performance – narrative and description are often seen as cognitively easier and lend themselves to less complex than do exposition..." (p. 100).

In conclusion, teachers' written feedback of any type has a demonstrably positive effect on learners' grammatical accuracy. For writing quality on grammatical accuracy, with changing learners' original writing tasks, teacher feedback seemed to have a positive effect (as measured by five error categories), and writing fluency (as measured by word count), it was found to be significant as a benefit. In addition, the present study reflected a positive view of the provision of teacher feedback in which it seems likely that assigning learners to rewrite and correct their written work after receiving teachers' written feedback "not only will improve the quality of writing under immediate consideration but will also cause writers to become more aware of and attentive to patterns of errors" (Ferris 2002, p. 26). In this study, teacher written feedback played a critical role in the improvement of Thai EFL learners' revision. The method of using teachers' written feedback followed by learners' revision is a way to draw students' attention to their writing and learn from their errors.

Limitations of the Study

With its objectives achieved, the present study still had some limitations.

1. This study was limited in the number of participants and the time duration. There were only 20 participants and the research was conducted within 16 weeks. If the study incorporated a larger sample and covered a period of time, the results might prove different.



2. Learners in the two classes were assigned and they possessed varying initial the levels of English, backgrounds and experience.
3. This study focused on accuracy of grammar and did not touch content. As a result, most students corrected only errors indicated by the teacher.
4. There was little related research conducted in non-native English countries such as Thailand, therefore, the review of related literature was rather limited.
5. This study tested all-purpose types of teacher feedback, not specific.

Implications of the Study

In the present study, the learners definitely need a lot more training and more exposure to the target language. The following recommendations could be made to use teachers' feedback effectively to enhance the teaching and learning EFL writing.

1. Teachers should ask learners for their feedback preferences at the beginning of the course and address these in their responses to learners' writing.
2. The response practices the teachers intend to use in the course should be explained at the outset. These should include the focus of the feedback that will be given on particular drafts and any useful sources of information to help the learners self-edit their writing.
3. Expectations concerning learners' responses to feedback need to be clearly explained at the beginning so that they understand what is required from them.
4. Teachers should provide both margin and end comments in their feedback if time allows. It is also suggested that learners may find comments vague and difficult to act on. Therefore, teachers should seek a balance of praise and doable suggestions for revision. However, criticism should be mitigated as far as possible while bearing in mind the potential of indirectness for misunderstanding (Hyland, 2003).
5. It was apparent that the learners with different levels of English proficiency benefited differently from teachers' feedback. Teachers should concern of personal difference and giving learners feedback in different strategies.



6. Different types of teachers oral and written feedback should be focused on a specific type of error with writing practice activities should be included as a class activity so that the learners learn to become independent self-editors. This is because the learners can learn from teacher feedback. This activity could raise learners' awareness of their errors. In so doing, they will learn to avoid making the same errors in their future writing.

7. After receiving teachers' feedback at the time, learners were able to revise all of their organization and ideas error in the later topics and the next draft of Argumentative, Narrative and Descriptive writing tasks when draft 1 and draft 2 of each writing tasks were compared. However, there was only a few total number of giving feedback. Most of oral and written corrective feedbacks used frequently for teachers' strategies in giving feedback on learners' writing were direct corrective feedback type. Teachers should be continued providing their feedback on organizations and ideas error, and give learners more times with both indirect and direct corrective feedback type.

8. As the results of the study showed, the learners have a slightly writing improvement. There are some errors were not still reduced in next draft or the later topic, it means that teachers' strategies in giving some type of feedback were not effective. Learners' writing improvement stems from many reasonable factors in the writing class using teachers' strategies in giving feedback. These factors may include lesson plans, guidelines for teaching writing, the process-based approach, as well as other writing practice activities. Although the teachers' strategies in giving feedback in teaching method may be time consuming, its elements or components can help improve the learners' writing, which, as a result, makes them have a better attitude towards writing. Therefore, the writing teachers' strategies in giving feedback should be one of effective factors which can improve the learners' writing and should be maintained in a writing class, especially in an EFL context.

9. Beyond focusing attention to providing feedback, it is suggested that writing teachers can also devote more attention to developing the learners' ability to become independent foreign language writers. Thus, teaching techniques for self-correction (Ferris, 1995) and self-revision may be more instructive (Ashwell, 2000).



General Recommendation

1. In the present study, it might be stated that the improvement of the learners' writing quality could also reflect the effects of other intervening variables: extensive writing practice, in-class writing instruction given by the teacher, a constant routine of the writing cycle, and the associated revising activity. It might be stated that teacher feedback on content in the present study was one of the significant factors that could affect the improvement of writing quality of these EFL student writers.

2. Further research should ideally be conducted over a longer time range.

3. Teachers' feedback can be utilized by composition teachers to shift their feedback to learners' revision. Teacher should make learners aware of their mistakes, think and find answers by themselves.

Suggestions for Further Studies

At present, more research on teacher written feedback should be conducted. The following are some recommendations for further investigations.

1. Replication of the present study in other universities both in the same and different regions of Thailand.

2. Replication of the present study with different genres of writing.

3. Investigation of specific or other types of teacher feedback or other techniques that could help EFL student improve their writing skills.

4. Replication of the present study with foreign writing teacher. There should be a comparative study in teaching writing based on the teachers' strategies in giving feedback to learners who study composition with foreign and Thai writing teacher both in the same and other universities in Thailand.

5. Investigation of the methods of teacher feedback in specific type of error which occurred repeatedly with effective revising strategy training.



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APPENDICES



APPENDIX A

Questionnaire Survey of the Students' Background Information



APPENDIX B
Error Code Sheet



Error Code Sheet

Code Types of errors Description

V Verb

- All error in verb tense or form, including relevant subject-verb agreement

NE Noun ending

- Plural or possessive ending incorrect, or unnecessary; includes relevant subject-verb agreement errors.

Art Article

- Article or other determiner incorrect, omitted, or unnecessary.
Missing or unnecessary or incorrect used

WW Wrong word

- All specific lexical errors in word choice or word form, including preposition and pronoun errors.
- Spelling errors only included if the (apparent) misspelling resulted in an actual English word.

SS Sentence structure

- Errors in sentence/clause boundaries (run-ons, fragment, comma splices), word order, omitted words or phrases, unnecessary words or phrases, other unidiomatic sentence construction.

Source: Ferris and Roberts (2001)

Reference

Ferris, D. R. and Roberts, B. (2001). Error feedback in L2 writing classes how explicit does it need to be?. *Journal of Second Language Writing*.161-184



APPENDIX C

The Results of Analysis of Errors Rate in Five Error Categories in Argumentative Writing Task



**The Results of Analysis of Errors Rate in Five Error Categories
in Argumentative Writing Task**

No.	Error Codes/ Essay	T/W	V	NE	Art	WW	SS	Total
1	1 st - WT1	775	2	4	3	9	14	32
	Rate		0.26	0.52	0.39	1.16	1.81	4.13
	2 nd - WT1		0	1	0	1	6	8
	Rate		0.00	0.13	0.00	0.13	0.77	1.03
	1 st - WT2	994	4	1	6	20	36	67
	Rate		0.40	0.10	0.60	2.01	3.62	6.74
2	1 st - WT1	512	15	7	1	9	16	48
	Rate		2.93	1.37	0.20	1.76	3.13	9.38
	2 nd - WT1		6	8	2	6	14	36
	Rate		1.17	1.56	0.39	1.17	2.73	7.03
	1 st - WT2	623	4	2	0	10	15	31
	Rate		0.64	0.32	0.00	1.61	2.41	4.98
3	1 st - WT1	622	4	3	1	6	22	36
	Rate		0.64	0.48	0.16	0.96	3.54	5.79
	2 nd - WT1		0	2	1	5	8	16
	Rate		0.00	0.32	0.16	0.80	1.29	2.57
	1 st - WT2	758	4	3	0	6	26	39
	Rate		0.53	0.40	0.00	0.79	3.43	5.15
4	1 st - WT1	625	10	12	1	6	18	47
	Rate		1.60	1.92	0.16	0.96	2.88	7.52
	2 nd - WT1		7	10	0	6	13	36
	Rate		1.12	1.60	0.00	0.96	2.08	5.76
	1 st - WT2	994	5	1	3	10	35	54
	Rate		0.50	0.10	0.30	1.01	3.52	5.43



No.	Error Codes/ Essay	T/W	V	NE	Art	WW	SS	Total
5	1 st - WT1	530	0	3	4	5	10	22
	Rate		0.00	0.57	0.75	0.94	1.89	4.15
	2 nd - WT1		0	1	2	3	7	13
	Rate		0.00	0.19	0.38	0.57	1.32	2.45
	1 st - WT2	550	3	3	3	5	13	27
	Rate		0.55	0.55	0.55	0.91	2.36	4.91
6	1 st - WT1	700	3	3	1	8	15	30
	Rate		0.43	0.43	0.14	1.14	2.14	4.29
	2 nd - WT1		1	1	1	6	10	19
	Rate		0.14	0.14	0.14	0.86	1.43	2.71
	1 st - WT2	705	3	4	1	9	16	33
	Rate		0.43	0.57	0.14	1.28	2.27	4.68
7	1 st - WT1	625	10	3	4	13	17	47
	Rate		1.60	0.48	0.64	2.08	2.72	7.52
	2 nd - WT1		6	6	5	6	15	38
	Rate		0.96	0.96	0.80	0.96	2.40	6.08
	1 st - WT2	713	12	4	5	15	20	56
	Rate		1.68	0.56	0.70	2.10	2.81	7.85
8	1 st - WT1	1,027	3	2	1	12	10	28
	Rate		0.29	0.19	0.10	1.17	0.97	2.73
	2 nd - WT1		1	2	1	2	5	11
	Rate		0.10	0.19	0.10	0.19	0.49	1.07
	1 st - E2	690	1	1	1	10	7	20
	Rate		0.14	0.14	0.14	1.45	1.01	2.90



No.	Error Codes/ Essay	T/W	V	NE	Art	WW	SS	Total
9	1 st - WT1	752	1	2	1	14	16	34
	Rate		0.13	0.27	0.13	1.86	2.13	4.52
	2 nd - WT1		0	1	0	6	7	14
	Rate		0.00	0.13	0.00	0.80	0.93	1.86
	1 st - WT2	829	1	3	1	15	17	37
	Rate		0.12	0.36	0.12	1.81	2.05	4.46



APPENDIX D

The Results of Analysis of Errors Rate in Five Error Categories in Narrative and Descriptive Writing Task



**The Results of Analysis of Errors Rate in Five Error Categories
in Narrative and Descriptive Writing Task**

No.	Error Codes/ Essay	T/W	V	NE	Art	WW	SS	Total
1	1 st - WT3	690	8	0	4	11	26	49
	Rate		1.16	0.00	0.58	1.59	3.77	7.10
	2 nd - WT3		3	0	0	9	3	15
	Rate		0.43	0.00	0.00	1.30	0.43	2.17
	1 st - WT4	780	2	5	5	13	12	37
	Rate		0.26	0.64	0.64	1.67	1.54	4.74
2	1 st - WT5	546	0	3	5	9	7	24
	Rate		0.00	0.55	0.92	1.65	1.28	4.40
	1 st - WT3	946	28	4	5	45	71	153
	Rate		2.96	0.42	0.53	4.76	7.51	16.17
	2 nd - WT3		8	2	1	22	17	50
	Rate		0.85	0.21	0.11	2.33	1.80	5.29
3	1 st - WT4	477	10	7	12	10	22	61
	Rate		2.10	1.47	2.52	2.10	4.61	12.79
	1 st - WT5	304	3	0	6	9	10	28
	Rate		0.99	0.00	1.97	2.96	3.29	9.21
	1 st - WT3	742	24	5	11	27	45	112
	Rate		3.23	0.67	1.48	3.64	6.06	15.09
3	2 nd - WT3		14	2	2	21	23	62
	Rate		1.89	0.27	0.27	2.83	3.10	8.36
	1 st - WT4	492	26	5	22	37	36	126
	Rate		5.28	1.02	4.47	7.52	7.32	25.61
	1 st - WT5	540	8	5	4	10	11	38
	Rate		1.48	0.93	0.74	1.85	2.04	7.04



No.	Error Codes/ Essay	T/W	V	NE	Art	WW	SS	Total
4	1 st - WT3	693	19	3	1	38	71	132
	Rate		2.74	0.43	0.14	5.48	10.25	19.05
	2 nd - WT3		3	1	1	14	29	48
	Rate		0.43	0.14	0.14	2.02	4.18	6.93
	1 st - WT4	412	6	7	18	23	28	82
	Rate		1.46	1.70	4.37	5.58	6.80	19.90
	1 st - WT5	351	7	4	4	23	17	55
	Rate		1.99	1.14	1.14	6.55	4.84	15.67
5	1 st - WT3	782	22	11	5	42	61	141
	Rate		2.81	1.41	0.64	5.37	7.80	18.03
	2 nd - WT3		8	3	4	17	13	45
	Rate		1.02	0.38	0.51	2.17	1.66	5.75
	1 st - WT4	656	25	24	7	41	27	124
	Rate		3.81	3.66	1.07	6.25	4.12	18.90
	1 st - WT5	335	7	2	4	19	10	42
	Rate		2.09	0.60	1.19	5.67	2.99	12.54
6	1 st - WT3	648	15	6	3	19	47	90
	Rate		2.31	0.93	0.46	2.93	7.25	13.89
	2 nd - WT3		7	6	1	9	26	49
	Rate		1.08	0.93	0.15	1.39	4.01	7.56
	1 st - WT4	763	21	7	3	14	30	75
	Rate		2.75	0.92	0.39	1.83	3.93	9.83
	1 st - WT5	367	2	1	7	19	10	39
	Rate		0.54	0.27	1.91	5.18	2.72	10.63
7	1 st - WT3	533	22	4	7	11	26	70
	Rate		4.13	0.75	1.31	2.06	4.88	13.13
	2 nd - WT3		7	1	6	7	9	30
	Rate		1.31	0.19	1.13	1.31	1.69	5.63



No.	Error Codes/ Essay	T/W	V	NE	Art	WW	SS	Total
	1 st - WT4	556	17	5	11	31	21	85
	Rate		3.06	0.90	1.98	5.58	3.78	15.29
	1 st - WT5	343	8	2	9	12	18	49
	Rate		2.33	0.58	2.62	3.50	5.25	14.29
8	1 st - WT3	677	29	5	2	36	45	117
	Rate		4.28	0.74	0.30	5.32	6.65	17.28
	2 nd - WT3		1	0	1	18	15	35
	Rate		0.15	0.00	0.15	2.66	2.22	5.17
	1 st - WT4	305	17	12	10	14	21	74
	Rate		5.57	3.93	3.28	4.59	6.89	24.26
	1 st - WT5	415	6	6	9	12	26	59
	Rate		1.45	1.45	2.17	2.89	6.27	14.22
9	1 st - WT3	630	24	4	4	26	58	116
	Rate		3.81	0.63	0.63	4.13	9.21	18.41
	2 nd - WT3		7	3	3	11	10	34
	Rate		1.11	0.48	0.48	1.75	1.59	5.40
	1 st - WT4	335	7	1	9	12	20	49
	Rate		2.09	0.30	2.69	3.58	5.97	14.63
	1 st - WT5	344	15	7	9	10	18	59
	Rate		4.36	2.03	2.62	2.91	5.23	17.15
10	1 st - WT3	724	7	3	4	28	32	74
	Rate		0.97	0.41	0.55	3.87	4.42	10.22
	2 nd - WT3		2	2	2	8	22	36
	Rate		0.28	0.28	0.28	1.10	3.04	4.97
	1 st - WT4	245	4	0	5	18	14	41
	Rate		1.63	0.00	2.04	7.35	5.71	16.73
	1 st - WT5	386	8	6	2	5	12	33
	Rate		2.07	1.55	0.52	1.30	3.11	8.55



No.	Error Codes/ Essay	T/W	V	NE	Art	WW	SS	Total
11	1 st - WT3	838	33	4	2	18	55	112
	Rate		3.94	0.48	0.24	2.15	6.56	13.37
	2 nd - WT3		18	3	1	10	28	60
	Rate		2.15	0.36	0.12	1.19	3.34	7.16
	1 st - WT4	955	58	22	16	37	69	202
	Rate		6.07	2.30	1.68	3.87	7.23	21.15
	1 st - WT5	482	12	10	25	13	24	84
	Rate		2.49	2.07	5.19	2.70	4.98	17.43



APPENDIX E

The Characters of Organization and Idea in Giving Feedback in All Five Writing Tasks



The Characters of Organization and Idea in Giving Feedback in All Five Writing Tasks

The Characters of Organization

1. Paper Format:
 - Double spaced,
 - Use APA/ASPS style
 - Direct quotes style
 - Should make a reference here
2. Clear thesis/ good job!
3. Clear
4. Unclear, can you make it clearer?
5. Good conclusion
6. Good introduction
7. Not clear, please rewrite.
8. Good research

The Characters of Ideas

1. Might be the first thing that comes to your mind.
2. It is not thesis statement. It should be a sporting detail.
3. This makes your point weaker I think.
4. Not a strong support for your point
5. Good point!
6. Great point!
7. It'd be more interesting if you talk about your own experience too.

The reader will want to know if you stay in dome all four years, and all what you gained



APPENDIX F
Course Syllabus



Course Syllabus

Course: 0105403 Expository and Argumentative Composition (3 credits):
 Semester 2/2013

Office Hours: Mondays 1-3 Tuesdays 1-3 or by appointments

Course description

In this course, you will learn how to write formal essays required for higher education. These essays are in the form of expository and argumentative writing. We will read exemplary writings and discuss topic selection, thesis statement, essay organization, researching for information, integrating and citing sources to avoid plagiarism. We will focus on accuracy as well as fluency in writing by reviewing grammar and sentence structures, do writing activities, and short presentations in class. We will pay attention to good writing, not just surface correctness. You will learn that writing is a process and needs constant practice. At the end of the semester, you will have a collection of your writings in a portfolio.

Content and activities:

This course has no required text, but handouts will be provided to you. There are writing activities that go with the contents to be covered. You will also give a presentation about grammar points or other aspects of writing in pair (details in Day 1 handouts). The list of contents and activities for each week is as follows.



Proposed schedule

Meeting	Contents & activities	Remarks
Week 1	Introduction to the course Warm-up activities	Read <i>Shitty First Draft</i> and do in-class activities Hw: Write self-assessment
Week 2	Discussion of <i>Rhetoric</i> Definitions of expository and argumentative writing Organization of essays	Presentation topics assigned in class Hw: Read sample essays and write a response in notebook
Week 3	Discussion of sample essays, And how to write an effective thesis statement	Write a thesis statement and outline of expository essay 1 in notebook
Week 4	Discussion of effective introductions, providing support and good conclusions	Hw: Write the first draft of expository essay 1
Week 5	Mechanics and coherence in writing (presentation starts)	Hw: Revise expository essay 1
Week 6	Writing conference	Hw: Revise expository essay 1
Week 7	Argumentative writing Writing with sources	Hw: Read handouts of argumentative essays with the same theme
Week 8	Presentations and discussions of essays	Hw: work on outlines of argumentative essay 1
Week 9	Argumentative writing Writing with sources (cont.)	Hw: Write argumentative essay 1
Week 10	Peer response and class discussion of your argumentative essay	Hw: Revise argumentative essay 1



Meeting	Contents & activities	Remarks
Week 11	Argumentative writing techniques (cont.)	Hw: Write argumentative essay 2
Week 12	Writing conference	Hw: Revise argumentative essay 2
Week 13	Summary and review	Hw: Prepare for presentation
Week 14	Presentation of your best work	Hw: Prepare portfolio
Week 15	Take in-class final exam	
Week 16	Portfolio due	Done! Yay!

Evaluation breakdown

Class attendance	10%
In-class writing assignments/pop quizzes	10%
Three major papers	45%
Final exam	20%
Portfolio	10%
Presentation	5%

Grading scale

A	=	90-100
B+	=	80-89
B	=	70-79
C+	=	65-69
C	=	60-64
D+	=	55-59
D	=	50-54
F	=	0-49



Writing requirements:

In this course, you will be completing four major papers, written peer responses, in-class writing assignments and a final reflection. You must submit all writings in your portfolio.

1. The major papers

Writing 1: Expository essay 1

Writing 2: Argumentative essay 1 on controversial topics (we'll brainstorm these)

Writing 3: Argumentative essay 2 on controversial topics

Each paper will be evaluated on the basis of content, organization, and language use. For each of the major papers, you will be required to write at least two drafts. On the first draft, you will receive feedback from your peers (when designated) and instructor to help you revise. Only the final drafts will be evaluated for a grade. Complete all assignments to the best of your ability!

2. Written Peer Response/Review: You will be required to respond to your peers' drafts during the semester. And at the same time, your drafts will be given feedback from your peers. I will give you a peer response form for each assignment. The peer response session will take place in class, and that means you need to have your draft of each assignment done before the day the peer response takes place. If you do not bring your draft on the peer response day, your paper will be marked down one letter grade.

3. Final Reflection: You will be asked to evaluate yourself after completing the four papers and other assignments. Detailed instruction will be given of how to write this paper.

4. In-class writing assignments: You will be assigned to write in several activities in class, sometimes individually, sometimes in pair or group. Keep a copy of your work for your portfolio.

Paper Format: All drafts of the major papers and reflection paper must:

- be typed, double spaced, and numbered
- have one-inch margins on all sides
- be left justified
- be stapled



- use 12 point font size and “Times New Roman” font style

On the first page of the paper, in the upper left-hand corner, include your name, course number and name, the assignment and draft number, the due date of the paper (single space this heading).

4. You will keep a notebook for this course to write down what you have learned. In this notebook, you should take notes of any lectures, or presentations your classmates make, write down any ideas you have for your papers, do pre-writing activities, write down any homework assigned, and any new words you learn from the readings in and outside of class. This notebook will be a part of your portfolio.

Class policies

1. To pass the course, it is mandatory that the students are punctual and obtain at least 80% of class attendance. This means that **if you miss more than three classes, you will fail the course.** If you come to class late, your attendance score will be marked down (two late's count as one absence). If you cannot come to class because of some necessary or urgent matters, make sure that you inform your instructor by e-mail before class meeting or by having your classmate report to the instructor on class day (in case of emergency only). If you have doctor's appointment, a written proof has to be submitted; otherwise, I reserve the right to deduct your scores. Class attendance and participation include your contribution to the class by answering any questions posed or show that you have done your homework and contribute to class discussions. Also, an absence is not an excuse for missing any assignments or not being prepared for class. If you are absent, email me or call a classmate to find out what you miss in class--and make every effort to catch up and come to the next class prepared.

2. Homework/Paper submission has to be on time. If you cannot hand it in on time, your scores will be deducted one letter grade for each day that your work is late. That is, if your work is an A quality, but it is one day late, you will receive a B on that work.

3. Be courteous in class always. Do not interrupt your instructor or distract your friends unless you have a question or any contribution to class. When your friends are giving a presentation, you have to give your full attention. Your good manner also counts toward your attendance and participation score. Actually, it is a good thing to be



considerate of others, in and outside of class, regardless of whether it affects your scores or not.

4. Please silence your cell phones or any other communication devices during class time. Also, do not use any text message functions while in class.

5. I do not accept emailed assignments unless in special cases which prior arrangements have been made.

6. Be active, constructive and productive in this course. Have fun writing too!



Course Syllabus (Continued)

Course: 0105305 Narrative and Descriptive Composition (3 credits): Semester 2/2014

Course Description

Students practice writing different types of paragraphs for a meaningful communication and writing sentences containing main clauses with proper discourse connectors, do writing activities, and short presentations in class. We will pay attention to good writing, not just surface correctness. You will learn that writing is a process and needs constant practice. At the end of the semester, you will have a collection of your writings in a portfolio.

Objectives

By the end of the course, students should be able to do the following:

1. Identify the components of a sentence.
2. Build up a simple, compound and complex sentence.
3. Identify component and types of paragraphs.
4. Write different types of paragraphs effectively.

Evaluation breakdown

Class attendance	10%
In-class writing assignments/pop quizzes	10%
Three major papers	60%
Final exam	20%

Grading scale

A	=	90-100	D+	=	55-59
B+	=	80-89	D	=	50-54
B	=	70-79	F	=	0-49
C+	=	65-69			
C	=	60-64			



VITA



VITA

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