



**ELICITATION THROUGH WRITTEN CORRECTIVE FEEDBACK:
A GUIDED DISCOVERY APPROACH IN PROCESS-BASED WRITING**

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**YAZILI DÜZELTİCİ GERİBİLDİRİM YOLUYLA ÇIKARIM YAPMA:
SÜREÇ ODAKLI YAZMAYA YÖNELİK BİR KEŞİF YAKLAŞIMI
(Yüksek Lisans Tezi)**

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ÖZ

Yazma eylemi yabancı dil olarak İngilizce öğrenimi bağlamında öğrenciler için zorlu bir görevdir çünkü öğrenciler yazma sürecinde hem yazım kurallarıyla hem de dilin yapısal özellikleriyle uğraşmak zorundadır. Yazma süreci boyunca öğretmenlerin öğrencilere rehberlik etmesi beklenir ve yazılı düzeltici geri bildirim, öğrencilere yardımcı olmanın yöntemlerinden biridir. Yazılı düzeltici geri bildirim, çeşitli türleri ve kapsamıyla dil öğretmenleri arasında yaygın bir uygulamadır. Karma bir yöntem benimseyen bu vaka çalışması, belirli bir geri bildirim türünün, kapsamlı dolaylı yazılı düzeltici geri bildirimin, 17 yükseköğretim düzeyindeki öğrencinin yazılarının ikinci taslakları ve daha sonraki yazıları üzerindeki etkilerini araştırmayı amaçlamıştır. Bu amaçla, öğrencilere 3 adet yazı yazdırılmış olup her bir yazıyı dolaylı kodlu yazılı düzeltici geri bildirim aldıktan sonra tekrar yazmaları istenmiştir. Araştırmada süreç odaklı yazma yaklaşımı izlenmiş olup öğrenciler süreç odaklı yazmanın her aşamasına dâhil olmuştur. Yazıların puanlamasının güvenilirliğini artırmak için her bir yazıyı iki değerlendirici puanlamıştır. Nicel veri analizi için tanımlayıcı istatistikler ve eşleştirilmiş örneklem t-test uygulanmıştır. Sonuçlar, öğrencilerin ilk taslaktan ikinci taslağa ve ilk yazıdan son yazıya yazma becerilerinde istatistiksel olarak anlamlı bir iyileşme olduğunu göstermiştir. Araştırmanın bir diğer amacı araştırmada uygulanan dolaylı kodlu geribildirim ve süreç temelli yaklaşıma ilişkin öğrencilerin algılarının anlaşılmasıdır ve bu çalışmanın nitel verisini

oluşturmuştur. Bu nedenle, öğrencilerin dolaylı kodlanmış geri bildirimle ilişkin izlenimlerini derinlemesine incelemek amacıyla 6 öğrenciyle çalışma öncesinde, sırasında ve sonunda bir dizi yarı yapılandırılmış görüşme yapılmıştır. Yarı yapılandırılmış görüşmelerin yanı sıra süreç odaklı yazma yaklaşımına ilişkin daha iyi bilgi edinmek amacıyla 8 öğrenciyle odak grup görüşmesi yapılmıştır. Görüşmeler içerik analizi kullanılarak yazıya geçirilmiş ve analiz edilmiştir. Veri analizi sırasında önceden tanımlanmış bir dizi kod kullanılmış, bunlar daha sonra kategorilere ve son olarak da literatürde var olan temalara dönüştürülmüştür. İçerik analizi sonuçları, öğrencilerin dolaylı kodlu geribildirim ve süreç temelli yazma yaklaşımının kullanılmasına karşı olumlu görüşlerinin olduğunu ortaya koymuştur. Öğrenciler, dolaylı kodlu geri bildirimin sağladığı motivasyon ve farkındalığın yanı sıra yazılarının belirli yönlerinde iyileşmeler olduğunu belirterek dolaylı kodlu geri bildirimi yazma süreçlerinde yararlı bulduklarını belirtmişlerdir. Odak grup görüşmesinin analizi ise öğrencilerin süreç odaklı yazma yaklaşımı hakkında olumlu görüşlere sahip olduklarını, süreç odaklı yazmanın organizasyon ve verimlilik açısından faydalarına dikkat çektiklerini ortaya çıkarmıştır. Bu çalışma, dolaylı kodlanmış geri bildirimin yabancı dil olarak İngilizce öğrenen öğrencilerin yazılı metinleri üzerindeki etkililiğine dair kanıtlar sunarak literatüre katkıda bulunmuştur. Ayrıca, öğretmenlere ve araştırmacılara sınıf içi uygulamalara yönelik öneriler paylaşılmıştır.

Anahtar Kelimeler: Yazılı düzeltici geri bildirim, yabancı dilde yazma, dolaylı kodlu yazılı geri bildirim, öğrenci algıları, süreç odaklı yazma yaklaşımı

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ABSTRACT

Writing in EFL context is a challenging task for the learners because they have to deal both with the conventions of writing and the linguistic features. Teachers are expected to guide students during the writing process, and written corrective feedback is one way to assist learners. With its various types and extent, written corrective feedback is a common practice among language teachers. Adopting a mixed-method, this case study aimed to investigate the effects of one specific type of feedback, comprehensive indirect written corrective feedback on the written production of 17 tertiary level students in their revised and subsequent drafts. To this end, three essays and one revised draft for each essay were written by the students, which composed the quantitative data of the current study. After receiving indirect coded written feedback, students were asked to revise their first drafts. A process-based approach to writing was followed during the study, and students were involved in each step of process-based writing. In order to increase the reliability of the essay scoring, two raters scored each essay. For quantitative data analysis, descriptive statistics and paired sample t-test were run. The results indicate that there was a statistically significant improvement in overall written production of students from first draft to second draft and from first task to the last task. The current study also aimed at understanding

the perceptions of students regarding the indirect coded feedback and process-based approach implemented in the study. Therefore, a series of semi-structured interviews were conducted with 6 students before, during and at the end of the study in order to delve into their impressions regarding indirect coded feedback, which composed the qualitative data of the study. In addition to semi-structured interviews, a focus group interview was carried out with 8 students to gain better insights in regard to process-based approach to writing. Interviews were transcribed and analyzed using content analysis, during which a set of pre-defined codes were used, which were later turned into categories, and finally into themes existing in the literature. The results of the content analysis revealed that students were positive towards the use of indirect coded feedback and process based writing approach. Students found indirect coded feedback helpful in their writing process referring to certain advantages such as improvements in certain aspects of their writing along with motivation and awareness enabled by indirect coded feedback. The analysis of focus group interview also revealed that students held positive views about process writing approach, pointing out the benefits in terms of organization and efficient nature of process writing. The current study contributes to the literature by providing evidence on the effectiveness of indirect coded feedback on written productions of EFL students. Consequently, implications for classroom practice and suggestions for further research are also provided for practitioners and researchers.

Key Words: Written corrective feedback, L2 writing, indirect coded feedback, perception of learners, process-based writing

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
L1	First Language
L2	Second Language
MS	Microsoft
RQ	Research Question
S	Students
SPSS	Statistical Package for Social Sciences
TOEFL	Test of English as a Foreign Language
WCF	Written Corrective Feedback

CHAPTER 1

INTRODUCTION

This chapter attempts to inform the readers about the background of the study. This chapter presents information with regard to the problem statement, purpose of the study and research questions, the significance of the study part, the limitations and the assumptions.

1.1 Background of the Study

Writing is a productive skill which requires a certain amount of effort on behalf of writers. Writing is “a bit of a chore” when the writers, even if they are native speakers (Nunan, 2015, p. 77) because writers are required to use the language while developing their ideas in an organized way. In contrast to speaking, which is also a productive skill, writers don’t have the opportunity to make use of gestures, facial expressions or intonation. Instead of these, in order to communicate effectively, a writer needs to pay attention to a number of aspect such as how to organize ideas, how to use grammar and vocabulary accurately and what type of style to use (Hedge, 2000). Writing in another language becomes even harder when the linguistic limitations of a language learner is considered. Along with the difficulties inherent in writing process, language learners have to deal with morphological, lexical and syntactical obstacles while producing a written product.

In spite of the differences in the approaches to writing, two approaches are more eminent: product-based and process-based writing. After 1970s, the focus on product based approach

shifted towards process-based approach to writing. Zamel (1976) supported the idea that process of writing should be given importance, rather than the product, which benefits both L1 and L2 learners. Process approach supports that writing is a cognitive process and this process involves different stages of writing. The shifting paradigm from product based to process-based writing has caused the way writing is taught in language classrooms. The teachers don't just give writing assignments, but they guide the learner during writing process by helping them find a topic, organize their ideas, provide feedback on the accuracy and the ideas, produce drafts and edit them (Scrivener, 2011). In process writing approach, a positive environment is required to motivate the learner to improve their writing by providing adequate amount of time and assistance (Silva, 1990). This view aligns with sociocultural perspective of writing, according to which writing is a social act which involves a complex process and is mediated by the very social context in which it takes place (Slavkov, 2015). Different from conventional perspectives, feedback is a collaborative activity which involves learner and teacher.

One way to guide the learners is giving feedback, which has been considered as an important aspect of improving second language writing skills (Leki, 2006). Written corrective feedback is a type of feedback which ESL and EFL teachers commonly use and make comments on different aspects of student writing (Hyland & Hyland, 2006). Despite the counterarguments on the effectiveness of feedback (Truscott, 1996, 1999), several studies have shown that teachers and students value feedback and the efficacy of different types of written corrective feedback on language improvement (Ellis, Sheen, Murakami, and Takashima, 2008; Ferris, 2006).

Written corrective feedback can take different forms depending on the needs of learners and learning environment. In his article, Ellis (2009) identifies three type of strategies for giving feedback: Direct feedback, indirect feedback and meta-linguistic feedback. Direct and indirect feedback is the most prevalent types and they are usually coupled with different ways of feedback like one-on-one conferences or peer feedback. Direct feedback is the method in which the teacher explicitly corrects the errors, whereas indirect feedback is a less explicit way of giving feedback such as underlining, highlighting or using symbols that corresponds to the error in the written production of learners. Discussions over which form of written corrective feedback is the best is still under investigation. While some researchers suggest that direct

feedback promotes writing better (Bitchener, 2008; Bitchener & Knoch, 2008; Chandler, 2003; Sheen, 2007), other studies have shown that indirect feedback is more effective as it provides learners guidance and the opportunity for self-correction, which, in turn, ends up with long-lasting learning (Ferris & Roberts, 2001; Leki, 1991).

Another distinction regarding written corrective feedback is focused vs. unfocused feedback. Focused or selective feedback, as the name suggests, focuses on certain linguistic features of L2. (Bitchener, 2008; Ellis et al., 2008; Sheen, 2007). On the other hand, unfocused (i.e. comprehensive) feedback is providing correction for all the errors without being selective (Bitchener, 2008; Ellis et al., 2008; Sheen, 2007). The results related to the effectiveness of these two types of feedback seem inconclusive and findings should be approached with great caution (Bitchener, 2012).

1.2 Problem Statement

Writing skill is not an entity that we are born with and we learn it by practice. When the writing is in foreign or second language context, it becomes more arduous as the writing conventions of L1 and L2 don't always match (Kroll, 1990). Moreover, as Leki (1994) states L2 learners don't have the same amount of exposure or experience to rely on as the native speakers, which makes the writing process more puzzling and tiring on behalf of L2 learners. The changing role of the teacher with the process-based writing has changed the way writing is taught and practiced in the classroom (Silva, 1993). A language teacher has become instructor, facilitator, guider, reviser and marker. One role of the language teacher is to give corrective feedback to the written productions of learners and whether to give feedback or not, and, if it is given, which type feedback to be given are issues among many that a language teacher needs to consider (Ferris, 2004).

Written corrective feedback has been investigated by a number of researchers for different purposes (Ellis, 2010; Liu & Brown, 2015; Storch, 2010). One aspect that has been investigated is the efficiency of various written corrective feedback types on the improvement of writing accuracy and proficiency (Bitchener & Knoch, 2008; Bitchener, Young & Cameron, 2005; Diab, 2015; Ellis et al., 2008; Frear & Chiu, 2015; Liu, 2016; Nassaji, 2011; Van Beuningen,

De Jong & Kuiken, 2012). These studies were mostly on the effects of focused / selective feedback and the potential effectiveness of comprehensive (i.e. unfocused) written corrective feedback needs to be researched as stated by Karim and Nassaji (2020) “the ecological validity of research on the effectiveness of focused/selective feedback has been questioned as teachers often provide feedback on diverse errors they observe rather than on errors of a single type” (p.520).

The problems regarding the written productions of L2 learners are present in Turkish EFL context, too. In countries like Turkey, the only medium of exposure to language is mostly the classroom environment and students’ opportunities to produce written texts may be limited to classroom instruction. In the context of the current study as an EFL context, direct feedback is the most common type of feedback utilized by the teachers and students are not expected to produce second or subsequent drafts. The observations of the researcher, also an instructor at preparatory school, were that direct feedback was helpful in terms of time and pace, yet because the learners weren’t required to do something with the received feedback, they mostly put their written productions aside or even threw them away to the wastebasket at the end of the day. According to Chandler (2003), “having the students do something with the error correction besides simply receiving it” is essential in improving their writing (p. 293). In alignment with this view, the researcher wanted to try a different way of providing feedback, where the students are responsible for self-correction with the guidance of the researcher.

When Turkish EFL context is taken into account, both within the institution where the researcher is currently working and in other similar institutions, the effectiveness of comprehensive and indirect coded feedback calls for more research because of the scarce number of research investigating it (Kahyalar, 2013; Valizadeh, 2019). Therefore, this type of feedback requires more attention in order to better the writing practices of learners in tertiary level.

1.3 Purpose of the Study

The main purpose of the present study is to investigate the effect of comprehensive indirect coded feedback on written production of tertiary level learners. To this end, a 6-week case study was conducted along with individual and focus group semi-structured interviews. In this 6

weeks' period, learners wrote three types of essay and after receiving comprehensive indirect coded feedback, they wrote a revised draft for each essay. The feedbacks were given by the researcher and an error correction list was used to give coded feedback. The scores of the essay were used to understand the improvement in writing proficiency of learners.

The primary aim of the study is to reveal whether comprehensive indirect coded feedback is going to improve the writing proficiency of learners. Moreover, with individual and focus group interviews, a deeper understanding was gained regarding the effect of comprehensive indirect coded feedback. Individual interviews were conducted before, during and after the essay writing process, and the participants were interrogated about their expectations, experiences and thoughts regarding the comprehensive indirect coded feedback and the overall course of the study. Focus group interview was helpful in understanding the views of participants in regard to process-based writing approach.

The results of the study are expected to contribute to error correction research and practices in class. Both researchers in the field and instructors in real classrooms can make use of the results of the present study to better writing practice in language classrooms.

1.4 Research Questions

Following questions were answered in this study:

1. Does comprehensive indirect coded feedback improve the written production of learners?
(From first draft to final draft)
2. Does comprehensive indirect coded feedback improve overall writing proficiency of learners over time? (from essay 1 to essay 3)
3. What are the perceptions of learners related to effect of comprehensive indirect coded feedback?
4. What are the perceptions of learners related to process-based writing approach?

1.5 Significance of the Study

In foreign language learning contexts, writing is a challenging skill that requires utilization of different micro and macro skills at the same time. In order to improve writing skills, learners are in need of guidance of teachers. Written corrective feedback is one way to provide this guidance and there are different ways of providing it. One way, the effect of which the present study tries to investigate, is comprehensive indirect coded feedback.

The present study is theoretically and pedagogically significant. On theoretical level, there is a dearth of research on the comprehensive indirect coded feedback and it will be a valuable contribution to the existing research on written corrective feedback as there is still need for more research. The current study employs comprehensive feedback as it is an authentic way of giving feedback to student writing, where the teacher feedback is not limited to one or two pre-selected aspects of written production (Ferris & Kurzer, 2019). Hence, this study is important in employing a methodology that resembles to real classroom practice and provides empirical evidence on written corrective feedback. Furthermore, the current study adopts a case study approach which makes it prominent among other research studies on written corrective feedback practices. Most of the studies investigating written corrective feedback practices is designed as experimental studies comparing different types of written corrective feedback within the same or with different groups of learners who receive some kind of treatment or no treatment at all. Adopting a case study method will be helpful in understanding the practices of real life classroom. This corroborates with the definition of case study by Yin (2003), according to whom a case study is an inspection of a phenomenon in the authentic context by making use of various evidence. Moreover, the methodology employed in the current study is significant as there are not many case studies in written corrective feedback research and there is a need for sound understanding of written corrective feedback practices in real life classrooms. It is believed that the results of the current study will contribute to the field by providing noteworthy evidence on the effectiveness of comprehensive indirect coded feedback.

On the pedagogical level, the study is important as it tries to bring some practical solutions to improve writing proficiency of learners. Although the research findings claim the effectiveness of different types of feedback, the real classroom implications may not always align with these

findings as each classroom is unique and language teachers look for the most appropriate way to assist learners to improve their writing skills. This study is believed to help teachers who want to try comprehensive indirect coded feedback in their classrooms and guide them in their written corrective feedback practices.

1.6 Assumptions

A number of assumptions can be noted regarding the current study. The first assumption is that all the participants' level of proficiency was B1, which was determined by the final scores they got in the previous term. Secondly, because the lessons were held online, the essay writing process had to be conducted online. Therefore, it is assumed that participants wrote the essays on their own and did not get any assistance from a person or any kind of technology. Moreover, the participants were assumed to do the error corrections by themselves and not to be assisted by a third party. Another assumption is that the participants responded to the questions in the interviews in an honest and sincere way and reflected their genuine opinions during the interviews.

1.7 Limitations

The current study has some limitations, like many other scientific research. The duration of the data collection is one of the constraints of the study. The collection of quantitative data lasted 6 weeks, and the qualitative data was collected one week before data collection started, in the third week and after the quantitative data collection. In total 8 weeks were allocated for the study. The time allocated for the study could have been longer, which, in turn, would have yielded the opportunity to get students to write more drafts.

The context of the study could be another limitation. The data collected is context-dependent and the participants' individual views were analyzed, so the findings may not be generalized for different contexts and groups of learners. However, the design of the study may be transferrable to different settings.

CHAPTER 2

REVIEW OF LITERATURE

This chapter is aimed to present a review of literature regarding the current study. First, second language writing will be discussed. A sociocultural perspective of writing will be given, and it will be followed by approaches to writing, and finally written corrective feedback will be elucidated from different perspectives.

2.1 Second Language Writing

In the book *Teaching Writing Skills*, Byrne (1988) describes writing as “encoding of a message of some kind: that is, we translate our thoughts into language” (p.1). This encoding process is not as easy as speaking, which is another productive skill. Contrary to speaking, where we can make use of interaction and spontaneous feedback, writing requires certain amount of time and effort to be performed properly (Celce-Murcia, 2001). While almost all children are capable of speaking their first language when they start school, an explicit instruction of writing is required. It is a must to learn the written forms of the language and idiosyncratic conventions of writing, which are necessitated for effective communication (Byrne, 1988). Therefore, learning how to write in first language entails learning a particular form of language already known to the students (Weigle, 2009). The process of writing is composed of several micro and macro skills and the writers are obliged to pay attention to all these skills in order to convey their messages accurately and fluently. Beyond communicating accurate and fluent messages, writing

effectively becomes more valuable at university level as it is an essential tool to broaden one's knowledge and an indication of mastery of cognitive skills (Weigle, 2009).

Second language writing requires much more effort on behalf of the writer. Second language writers may utilize their knowledge in the first language during writing; however, second language proficiency may limit writing in second language because their focus is on how to write not what to write (Cumming, 1989).

Silva (1993) noted that "L2 writing is strategically, rhetorically and linguistically different in important ways from L1 writing." (p.669). L1 and L2 writers display differences in linguistic proficiency, learning experiences, expectations, preferences for organizing texts and writing processes (Hyland, 2003). In a similar vein, Cook (2005) lists a number of factors that second language writers need to attend: These are learning the direction of reading and writing, recognizing the letter or characters, the phonological system, lexical system, typographic features such as punctuation marks, spelling and the forms and functions of written language. The attention paid to the form may cause the attention paid to content and organization to get lower (Weigle, 2009). Hence, writing in a second language becomes a challenging undertaking for L2 writers, which requires the assistance of an instructor throughout writing process. As in L1, writing in second language must also be taught as it cannot be acquired just by being exposed to the spoken language (Fromkin et al., 2014).

2.1.1 Teaching Second Language Writing

The distinctive nature of L2 writing entails a form of instruction, where the learners are equipped with the conventions of the writing in the target language. When compared to speaking, writing has received less attention by the researchers and the practitioners although a written product is a valuable source to show evidence on the proficiency of a language learner. L2 writing is a medium to spark thinking, get learners to organize their ideas, help them to summarize, analyze and criticize, stimulating the second language learning process (Rao, 2007).

Zamel (1982) states "research into second language composing process seems to corroborate much of what we have learned from research in first language writing" (p.198). Parallel to the

research in the field, the developments in L2 writing instruction has correlated with the developments in writing instruction in L1; nevertheless, L2 writing with its own unique qualities required distinguished perspectives, models and approaches (Silva,1993). In alignment with the increasing number of research in the field, teaching writing in second language classroom began to come into prominence.

The history of second language writing dates back to 1945, when the number of students coming to the United States increased. Most of these students came for the research institutions, which resulted in the formation of special composition courses of English for non-native speakers (Matsuda, 2003). However, the composition courses were carried out as if the students were native speakers of English and this led to some instructional problems and second language writing instruction were discussed as a crucial issue in Conference on College Composition and Communication (Matsuda, 2003). The decisions taken in the conference led to many developments in second language teaching and instruction of writing in second language started to take place in ESL programs in the early 1960s. Since then, second language writing instruction has been affected by the existing approaches of the time, some of which gains dominance for some time and then is replaced by another, but never really vanishes (Kroll, 1990).

2.1.1.1 Product-Based Approach

Before compositional nature of writing gained prominence in L2 studies up until 1970s, the focus of writing lessons had mostly been on the final product. These final products had to meet some standards of the target language and model compositions were used as examples for learners and a list of criteria were used to evaluate how well that final product was (Brown & Lee, 2015). Certain elements of writing such as purpose, process, or the target audience was paid little attention (Zamel, 1976). The aim of writing was mostly learning the forms of the target language and using them while writing. Sheen (2011) notes “This approach views L2 writing as the orthographic representation of lexical and syntactic features of L2 speech” (p.34). Guided by behavioral theory, the emphasis in this approach is on linguistic structure and accuracy, where students use a model text to produce the same piece of writing as the model

text. Teachers' role is to maintain the linguistic accuracy and to minimize errors as much as possible. The main feedback type is teacher correction and teachers are seen as markers.

In product-based approach, the writing is about using the linguistic knowledge and production is through imitation or modelling. Pincas (1982) points out 4 stages of writing in product-based approach: "familiarization, controlled writing, guided writing and free writing" (p.76). As the name suggest, familiarization addresses the certain parts of a text and makes students notice them. Controlled and guided writing enable learners to practice the targeted forms by either manipulating or imitating a given text. In free writing, learners are able to use the structures and patterns they learnt to produce a piece of writing.

One advantage of product-based approach is that it could be useful for lower level students, who are still acquiring form related aspects of the language and who are in need of some model texts to create better pieces of writing. Apart from lower level students, the product-based approach helps learners of all levels to expand their lexical and syntactical knowledge due to the exposure to the native-like models (Badger & White, 2000). Teachers also benefit from product-based approach as they have to evaluate the written product only once and this is advantageous in classes where the number of students is high.

The main drawback of product-based approach is that because the focus is on the product which underestimates the process that each writer goes through to create that final product. The writing process includes several steps such as brainstorming or generating ideas, each of which adds to the final product of writing, and should also be paid attention to. Focusing on form rather than content and meaning is another criticism targeted at product-based approaches. The nature of product-based approaches is "prescriptive, formulaic, and overly concerned with correctness" (Zamel, 1983, p. 165). This prescriptive nature of the approach leads to ignoring the meaning and the purpose behind producing a piece of writing (Silva, 1990). Furthermore, the fact that teachers evaluate the final product is their only chance to give feedback to the students. The feedback is mostly given to the lexical and syntactical features of the product, which overlooks meaning and content. This kind of feedback is apparently given to justify the grade given to students as they are not required to rewrite a number of drafts to improve what has been written (Raimes, 1983).

2.1.1.2 Process-based approach

The dissatisfaction with the product-based approach paved the way to the introduction of process-based approach (Silva, 1990). Starting from mid 1970s, there was a shift from focus on form to focus on writer in teaching L2 writing (Raimes, 1991). Instead of investigating what is written, practitioners and researchers started to study the process of writing as writing is not merely studying grammar or imitating some model texts but it involves prewriting and rewriting stages (Zamel, 1982). The center of attention is the writer who is engaged in discovering and expressing meaning and the reader is the one who does not focus on the structure but the meaning (Silva, 1990).

Process writing could be defined as an approach that involves a recurrent approach not a “single-shot approach”, where learners go through such stages as drafting, getting feedback and revising their written product according to the feedback (Kroll, 1990). Final product was still important; nonetheless, understanding how ideas are generated, recorded and refined to produce the final form of the writing started to predominate the practice and the research (Zamel, 1983). The composing process started to be conceived as “a non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983, p.165). The influence of cognitive psychology was observable in the approaches to writing during 1980s. In line with what Raimes (1982) states as “composing means thinking” (p.261), the mental process of writing was emphasized instead of writing replicas of model texts, which does not allow writers to use mental processes during composition process. This type of an approach emphasizes reflective thought requiring students to be involved in cognitively challenging writing tasks and stressing the significance of feedback and revision to transform the content and the expression (Hyland, 2003).

Product writing and process writing differs in the perspective towards writing. There was a change from the emphasis of product writing asking questions such as “what have you written?” or “what grade is given?” to the process of writing and questions like “how will you write?” or “how will you improve the writing?” (Hasan & Akhand, 2010). This shifting paradigm has affected the way writing is taught and carried out in the classrooms. From the perspective of process writing, writing is a complex, recursive and creative process, where writers move back

and forth so that they can write multiple drafts. One version of process writing is described in Figure 1.

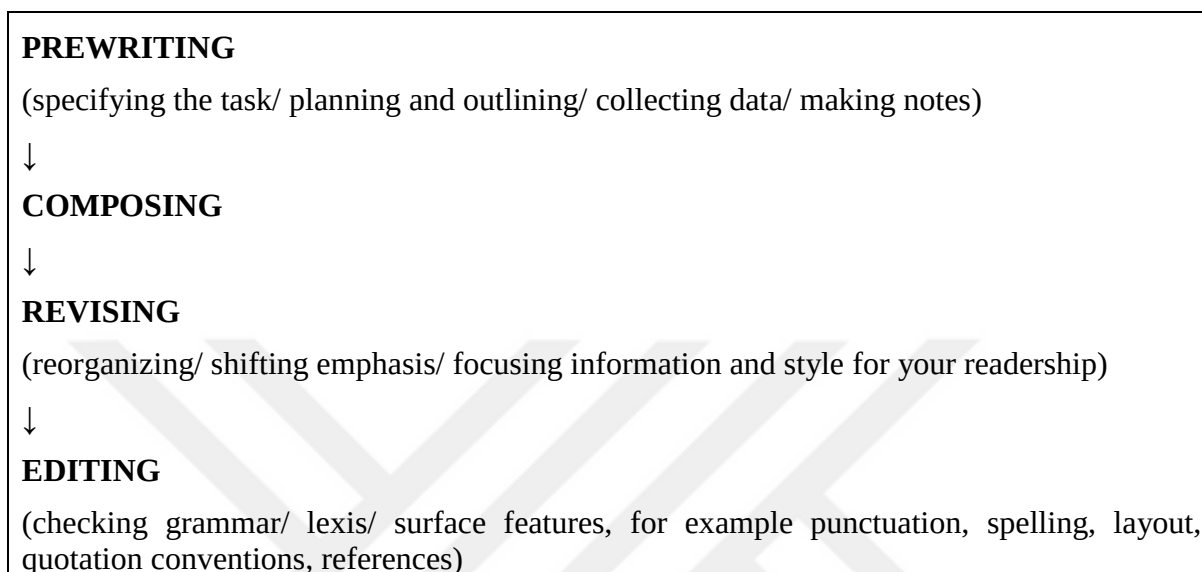


Figure 1. A linear model of writing (Tribble, C. (1996). *Writing*. New York: Oxford University. p. 38)

The model above displays the stages of writing clearly; however, it is linear and fixed, and doesn't reflect what writers actually do during composing. The writing process is recursive and writers revisit different stages many times before creating the final version (Tribble, 1996). Therefore, a model such as the one in Figure 2 would be more reflective on the actual writing process.

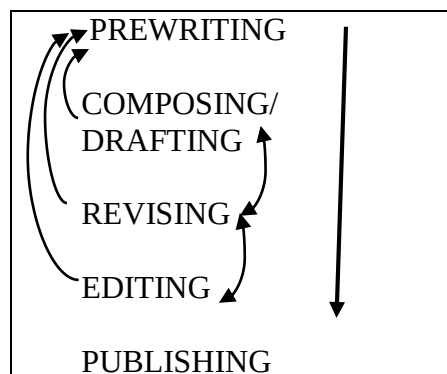


Figure 2. A dynamic model of process writing (Tribble, C. (1996). *Writing*. New York: Oxford University.)

The model in Figure 2 is a reflection of actual writing process, throughout which writers do not track a fixed order of planning, organizing, writing and revising, but rather going back and forth

in a non-linear and recursive manner (Raimes, 1983). This gives the writer freedom to explore what is written and, if necessary, go back to the prewriting stage and reorganize the initial ideas and accordingly make some alterations in the subsequent stages of writing.

There are several models showing how process writing in a class works and they share some commonalities regarding the stages. The first stage is prewriting stage where students do brainstorming to find relevant ideas to their topic. In this stage, different types of brainstorming, such as mind maps or lists, can be utilized and students are free to tell whatever comes to their mind. The next stage is drafting stage, in which students organize the ideas found in the previous stage and create a flow. Students select the most relevant ideas to their topic in this stage and organize them before starting writing so that they could produce a well-organized writing. The students start writing the first draft according to the outline they prepared at the beginning. Then, students receive some form of feedback regarding both form and content and edit the composition accordingly. Feedback can be provided in different forms by different sources such as teachers or peers. The feedback guides the students during editing process and new drafts are created by improving the weak aspects of the written production as a whole. After editing and revising stage, which can be repeated several times, final draft is formed. As mentioned above, the process is cyclical; hence, if needed, some stages may be revisited a couple of times.

In the context of ESL writing, product-based approach became unfavorable because the instructional approaches to writing employed in L1 writing was inappropriate for ESL students owing to the stress on the linguistic accuracy and error-free approach that ignores meaning. This poses an obstacle for L2 writers because their linguistic capacity is limited and the emphasis on linguistic accuracy does not allow them to relish the writing process. ESL students should be given the chance to explore their ideas on a topic of their interest and to decide the most efficient way to communicate these ideas (Zamel, 1983). While the lower level ESL students can take advantage of product-based approach in that they are still in the acquisition process and need some guidance in terms of linguistic accuracy. When more proficient students are taken into account, they are as ready to compose as native speakers of English (Zamel, 1982). Therefore, similar to L1 writing classes, the focus in L2 writing classes shifted from the product and mechanics to process and meaning.

When translated into the L2 writing class, this approach to writing called for changes in the role of teacher and the way writing is taught. The teachers were considered as graders in product-based approach and not involved in the writing process of writers. The nature of process-based approach entails a positive and encouraging atmosphere, where a collaborative form of writing is achieved and learners have sufficient time to explore their writing process (Silva, 1990). The teachers are facilitators who are present throughout the writing process, and guide students whenever it is necessary, and less emphasis is laid on the input or stimulus (Badger & White, 2000). In a classroom where process-based approach is applied, teachers help students develop strategies to get started, to create several drafts, to revise and to edit (Silva, 1990). Teachers are responsible for developing students' ability to think about the writing strategies they make use of (Hyland, 2003).

The most crucial act of teachers in this approach is responding to student writings. Responding is critical in helping students to move from one stage to another and motivating them to write better (Hyland, 2003). Numerous means of providing feedback are used in ESL classrooms such as self-evaluation, teacher-student conferences, peer response and teacher feedback. Instead of giving feedback at the end of the writing process, process-based writing enables teachers to give feedback throughout the writing process, which helps students to do necessary editing before finalizing the written product. As a form of teacher feedback, written corrective feedback has been investigated from different perspective several times (Bitchener & Knoch, 2010; Ferris, 1995; Sheen, 2010). It was pointed out in these studies that students appreciate receiving written corrective feedback at the different stages of writing process (Cohen & Cavalcanti, 1990; Ferris, 1995).

2.2 Sociocultural Theory and Second Language Writing

Process-based approach to writing has been a widely accepted and applied method of teaching writing in ESL contexts since the early 1980s. The theory underlying the early implications of process-based approach was cognitivism, which views writing as "essentially learnt, not taught, and the teacher's role is to be nondirective and facilitating, assisting writers to express their own meanings through an encouraging and cooperative environment with minimal interference"

(Hyland, 2003, p. 18). What cognitivist approaches missed was that writing cannot be reduced to “the cognitive relationship between the writer and the writer’s internal world” (Swales, 1990, p.220) and that social environment where and with whom the writing takes place is also critical. Ferris and Hedgcock (2005) emphasize the social and transactional nature of writing that comprises mediation between the writer and the audience. The social view of writing suggests that writing of an individual is connected to the social milieu of the writer; therefore, students don’t learn to write only through their individual cognitive activities, but also through the social and cultural environment they are in (Vygotsky, 1978). Sociocultural theory views any kind of learning as the outcome of the interaction between a learner and her surrounding, which involves different elements such as teachers, peers etc. In terms of language learning, this social interaction could be a result of collaboration with native speakers, teachers or more knowledgeable peers, and as a result of this, language abilities develop (Bitchener & Ferris, 2012). As a core skill of language learning, writing is developed as a result of this interaction. Teachers, in classroom context, are the ones who use different strategies to help learners improve second language writing skills. They may guide students through repetition, simplification or corrective feedback in this process (Lantolf & Thorne, 2007).

2.3 Error Correction in Second Language Writing

Ferris (2014) defines error as “morphological, syntactic, and lexical forms that deviate from rules of the target language, violating the expectations of literate adult native speakers” (p. 3). Errors are natural components of second language learning process, which makes them a source of constant debate among ESL writing instructors and researchers, as well. Some view errors in second language learning process as normal as errors in L1 learning, and the reason errors are spotted is the overcautious reviews of writing teachers (Williams, 1981). Ferris (2014), on the other hand, advocates that if the correct timing of intervention to an error is missed, fossilization may occur and the chances to correct the error will be lost, and that the reason why the teachers spot errors in the written production of a learner is the fact that they interfere with the overall comprehensibility. Learners commit different types of errors in oral or written form while learning a second language. The errors in the written production of learners are perceived as

indicators of deficiency in learning the target language and teachers feel responsible to respond to them in order to better the learning process. One aspect of controversy on error correction is if error correction assists learners to have improved accuracy over time. The debate starting with Truscott (1996) heated the arguments on whether error correction is helpful for L2 writers. He claimed that the research results were not convincing enough to show that error correction was useful for students or the typical error correction practices did not reflect the different aspects of language acquired. These claims have started a number of research which questions whether error correction is useful or not, results of which has yielded evidence proving that error correction assists L2 writing process in one way or another (Ferris, 2014).

2.3.1 Corrective Feedback

Although the instruction in L2 writing may take many forms in different settings and circumstances, there are two components that must exist in every writing class: the learners must produce some kind of writing in order to develop writing skills, and the instructor must provide some kind of feedback in order to help learners evolve their writing skills (Celce-Murcia, 2001). The proliferation of research on error correction has shown that providing feedback in various forms has become one of the critical tasks of ESL writing teachers as it enables to provide individual attention to the learner contrary to the most classroom conditions (Hyland & Hyland, 2006). Ur (1996) defines feedback as the information a learner gets regarding his or her performance in a learning task so that she or he can improve the subsequent performances. It is a means of interaction between the teacher and the learner, helping build a positive rapport, and let the teacher monitor the progress of the learner (Lewis, 2002).

Corrective feedback also refers to the term feedback. It is defined as a term that “refers to the feedback that learners receive on the linguistic errors they make in their oral or written production in a second language” (Sheen & Ellis, 2011, p. 593). Feedback or corrective feedback is a vital component of process-based approach as it is expected by the learners to be provided throughout the writing process. In the present study, written production of learners is investigated; therefore, the focus is on the written corrective feedback. Written corrective feedback (henceforth, WCF) guides learners about their errors through provisions of expanded

explanations, which is appreciated by many learners as they see it vital for improving their writing skills. While Truscott (1996) defined WCF as correcting grammatical errors of learners to improve their writing accuracy, Ferris (2003) expanded it by addressing other errors such word choice, mechanics, organization and style.

In spite of, and thanks to at the same time, the debate over the effectiveness of WCF (Truscott 1996), there has been a great deal of research on the efficacy of WCF, which yielded different results about the extent of the effectiveness (Bitchener et al., 2005; Bitchener, 2008; Bitchener & Knoch, 2009a; Chandler, 2003; Ellis et al., 2008; Ellis, 2009; Ferris 1999, 2006; Sheen, 2007). Before moving on the great debate, it is a must to delve into the types of corrective feedback that are investigated several times by the researchers of the field.

2.3.1.1 Types of corrective feedback

Assuming that WCF is efficient in improving learners' writing ability and language acquisition, the researchers started to inquire which type of WCF is the most effective in correction errors of students. One of the most common typology of feedback types was provided by Ellis (2009), who adopted the most common feedback practices in class and in research. In his typology, six categories are identified: direct, indirect, metalinguistic, focused/unfocused, electronic feedback and reformulation. The present study is conducted to see the effects of indirect, metalinguistic, unfocused feedback on the written production of learners; therefore, it is important to get a deeper insight into direct, indirect, metalinguistic and focused/unfocused feedback types and what present research suggests about each type. Direct and indirect feedback is related to the explicitness of the feedback provided. The focused/unfocused continuum is related with whether to follow an intensive or extensive technique to provide feedback.

2.3.1.1.1 Direct vs. Indirect Feedback

Bitchener and Knoch (2008) defines direct feedback “as the provision of the correct linguistic form or structure by the teacher to the student above or near linguistic error, which may include the crossing out of an unnecessary word/phrase/morpheme, the insertion of a missing

word/phrase/morpheme” (p.411). The teacher supplies the correct form for the learner explicitly and the learner transforms the incorrect forms into the correct ones in the prospective drafts. Moreover, the teacher may provide written metalinguistic explanation, where grammar rules along with the examples are provided, or one-on-one individual or group conferences are conducted and in these conferences teachers present the related examples and rules to the learners.

Direct feedback is the most prevalent type of error correction in language classrooms as it is time saving on behalf of both learners and teachers (Bitchener & Knoch, 2010; Chandler, 2003). Learners favor direct feedback since it is easier for them to understand and make necessary corrections (Bitchener et al., 2005). For certain L2 structures, direct feedback is superior in that it does not confuse students and provides sufficient information to correct the problematic parts (Chandler, 2003). In a similar vein, Bitchener and Knoch (2009a) suggests that direct feedback with metalinguistic comments can be constructive for rule-based errors, developing a better understanding of rules.

There are a number of studies investigating the efficiency of direct corrective feedback. In one study by Bitchener et al. (2005), usage of articles, simple past and prepositions were investigated with three groups. One group received direct correction only, a second group received direct correction along with written metalinguistic explanation, and the third group received direct correction along with both oral and written metalinguistic explanation. It was concluded that direct correction along with written and oral metalinguistic explanation was significantly more efficient than others only in the usage of articles. Similarly, in a study by Sheen (2007), English articles were under investigation and there were three groups as direct correction, direct metalinguistic correction and a control group. The results indicated that groups receiving direct feedback types outperformed the control group who did not receive any kind of feedback. Bitchener (2008) conducted a study with 75 low intermediate ESL students, which included 3 groups receiving forms of direct feedback and a control group. The groups receiving direct feedback performed better in the post-test and delayed post-test. Bitchener and Knoch (2009a) conducting a six-month study studied the same feedback types as in Bitchener (2008). The results showed that direct feedback only is the most effective type of feedback among three

types of feedback. Attesting their previous study, Bitchener and Knoch (2009b) conducted another study lasting 10 months with 52 ESL students, yet this time, there was a control group, as well. The results indicated that control group was continually outperformed by the treatment groups.

Despite the studies showing the efficiency of direct feedback, it was not welcomed by all the researchers and practitioners and some other ways to treat errors were looked for. The biggest problem with direct feedback is that it does not require much on behalf of the learner. Because direct WCF does not require learners to make any corrections, they take a glance on the errors and put the paper aside (Saito, 1994). Errors are part of learning a language and they are windows of opportunities to advance in the language learning process, if learners are not given chances of self-correction, self-learning will not occur as Corder (1967) pointed out “Making a learner try to discover the right form could be often more instructive to both learner and teacher” (p. 168). To this end, an indirect version of feedback was started to be investigated and applied in order to find the most efficient type of feedback.

Being an implicit way of giving feedback, indirect feedback is provided to the student with some clues by the teacher rather than correcting the errors for the learner. When indirect feedback is provided “the error is called to the writer’s attention, but the correct form is not given” (Ferris, Liu, Sinha & Senna, 2013 p.309). Indirect feedback may take several forms such as coding, underlining, highlighting, circling the errors or showing the location of error in the margin (Ellis, 2009). In this way, the learners’ attention is directed to the error to be corrected by themselves. This is a challenging and engaging process, in which the learners are pushed to discover their own mistakes and correct them. What Ferris (2004) states is that it is a “cognitive problem-solving skills” (p.60), guides learners to reflect on the gap between what they know and what they are required to know. It is believed that this whole reflection, problem-solving, attention process will eventually lead to long-term acquisition (Ferris & Roberts, 2001). WCF should aim at enabling learners to be more independent and autonomous by critically assessing their own progress, fixing the problems themselves and indirect WCF is believed to be one of the efficient ways to achieve this (Hyland & Hyland, 2006). Indirect correction is believed to direct learners to hypothesis testing inducing them deeper internal processing that will help learners

internalize correct forms, leading to long-term acquisition (Ferris & Hedgcock, 2005). Learners' being active participants of error correction process, indirect feedback builds a learner-centered approach to writing and makes teachers guides and facilitators (Tudor, 1993).

One form of indirect feedback is implicit metalinguistic feedback in which error codes are utilized to help learners understand the errors and correct accordingly. The error codes are usually given in a list where there are abbreviated codes for different error types along with examples for each code so that the learners can recognize the errors in their own writings. The codes can be located in the text over the error or in the margin (Ellis, 2009). When located in the margin, the exact location may or may not be given and learners are required to locate the error first. Figure 3 shows an example of metalinguistic feedback.

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

Figure 3. A sample use of metalinguistic WCF with error codes (Ellis, R. (2009). A typology of written corrective feedback types. *English Language Teaching*, 63(2), 97–107. <https://doi.org/10.1093/elt/ccn023>)

Metalinguistic WCF can also enable the same advantages that indirect feedback provides to learners as it promotes guided learning, learner production and learner centeredness (Falhasiri & Hasiri, 2020). One advantage of it can be counted as the opportunity it provides to students to resort to their previous knowledge, through which they can reflect upon and learn how to self-edit (Sheen, 2011). When examined through the lenses of sociocultural theory, using error codes can be a way of scaffolding which allows learners collaborate with the resources, peers and teachers during the rewriting stage (Sampson, 2012). Collaborative nature of coded feedback helps discover solutions during the writing process and may foster motivation of learners instead of receiving corrections from the teacher (Lalande, 1982). Sampson (2012) states “coded feedback, which provides more opportunities for collaboration and, consequently, a greater degree of dialogic support, may more successfully promote learning than uncoded correction” (p. 496). Hendrickson (1980) criticizes the futility of supplying correction the students and supports indirect coded feedback by stressing the discovery approach this type of feedback

adopts in correcting the student errors. In this way, they will be able to make inferences about the target language, helping them transfer the knowledge into long-term memory (Corder, 1967).

As empirical evidence, there are some studies supporting the use of error correction codes (Bosher, 1990; Erel & Bulut, 2007; Ferris & Roberts, 2001; Lalande, 1982;). One of the early studies reporting indirect coded feedback as advantageous was carried out by Lalande (1982), which involved 60 intermediate learners of German. The aim in this study was to compare direct feedback where the teacher corrects all the errors and indirect coded feedback where the teacher gives specific codes to each error and leaves it to the learner to do correction. It was found out that the group receiving indirect feedback had fewer errors in subsequent writings because indirect feedback led to a discovery-learning process. In the study carried out by Bosher (1990), the ESL students were provided with error correction codes list and a chart for error analysis. Because the students were engaged in the error correction process and were responsible for their learning, they were able to correct their errors properly. Furthermore, Ferris & Roberts (2001) examined three versions of indirect feedback provided to 72 university ESL students: coded errors, underlined errors and no feedback at all. Groups receiving indirect feedback outperformed the no feedback group, yet there was not statistically significant difference between the group receiving coded error and the group receiving underlined errors. Finally, Erel and Bulut (2007) conducted a study on Turkish EFL context to compare direct feedback and indirect coded feedback, and the results revealed that group receiving coded feedback outperformed the direct feedback group.

There are also studies that show evidence against error correction codes. Semke (1984), for example, carried out a study with four experimental groups: 1. receiving only comments, 2. receiving only correction, 3. receiving correction with comment and 4. receiving error correction codes. The results revealed no positive effect of coded feedback on writing skills and overall L2 proficiency. Robb, Ross and Shortreed (1986) carried a study comparing four groups who received feedback ranging from most noticeable to the least one: from direct correction to metalinguistic feedback. No significant difference was found between coded feedback and non-coded feedback groups.

Some studies provide mixed results; for example, Frantzen (1995), carried out a study in which the researcher worked with 44 intermediate university students to evaluate the effects of two types of indirect feedback: coded and underlined feedback. There were 2 treatment and 2 control groups. The treatment groups received indirect coded WCF while the control groups received underlined error correction. The results revealed that treatment groups did better in the tests. However, what was problematic about the treatment groups was that they also received direct feedback after the indirect correction, which made the findings debatable.

Studies comparing the efficiency of direct and indirect feedback were conducted, as well. Ferris et al. (2000) conducted a study which was conducted with two treatment groups, one of them receiving direct feedback and the other receiving indirect feedback. While the initial findings reported results in favor of direct feedback, the group receiving indirect feedback was found to have less errors than the other group at the end of semester.

Ferris (2006) conducted another study on the effects of WCF in the long run after receiving criticism on her studies investigating short term effects of WCF (Bitchener et al., 2005; Truscott, 2004). In this study, 92 ESL university students were required to write four essays with drafts and given direct and indirect feedback by three writing teachers. The results revealed that both direct and indirect feedback were used successfully by the students, but indirect feedback resulted in more improvement in student writings over the course of semester.

Another study was carried out by Liu (2008) who compared direct and indirect feedback. The results revealed that while both feedback types were helpful in reducing errors in the immediate drafts, indirect feedback led to fewer errors in delayed drafts.

Although the provision of WCF is accepted as valuable and necessary in written production of ESL learners, it can be inferred that the aforementioned studies investigating the effects of direct and indirect feedback haven't yielded conclusive results as to which one is more efficient. Chandler (2003) suggests that the decision to choose which method to use depends on a number of variables such as the context, goals, the proficiency level of learners, the writing tasks. Teachers could and should use one or a mixture of two types of feedback taking the setting, level, age, type of error into consideration while giving feedback and apply the strategy that suits best for themselves and their students.

2.3.1.1.2 Selective vs. Comprehensive Feedback

One concern that researchers and teachers have regarding feedback provision is whether to correct all the errors or some specific types of errors. One other concern related with this is that how to decide which kind of errors to correct if a selective correction is used or whether to correct every single error if a comprehensive correction is utilized. When a selective approach is used, feedback is given merely to the errors of a specific linguistic features. Articles, for example, has been a focus of many studies investigating the effects of WCF (Bitchener & Knoch, 2009a; Bitchener & Knoch 2010; Sheen, 2007). The application of this type of feedback can be done either explicitly or implicitly. Comprehensive feedback, on the other hand, is to correct all the errors in students' writing (Van Beuningen et al., 2012). There is no categorization of the errors and teachers give extensive feedback to student writing.

Supporters of selective feedback argue that correcting each error is wasteful on behalf of both teachers and learners and creates frustration on behalf of the learner. Ellis (2009) suggests that selective feedback is easier for learners to handle and they will benefit more as they may be overwhelmed by the correction of all errors, which will result in demotivation and lower confidence. Most of the early studies on effectiveness of WCF utilized selective feedback and concluded that targeting specific structures is better at improving accuracy in writing (Bitchener & Knoch, 2009a; Bitchener & Knoch, 2010; Ellis et al., 2008; Sheen, 2007; Sheen, Wright & Moldawa, 2009). In a study conducted by Sheen (2007), WCF was provided to the students by focusing on one target structure, articles, and the results demonstrated that there was an increase in learners' accuracy of using articles of English. Similarly, a series of studies by Bitchener and Knoch (2009a, 2009b, 2010) investigated the effects of selective feedback on the uses of the English article system. The results of studies revealed that treatment groups who received selective direct feedback outperformed the control groups who received no feedback at all. It should be, however, noted that the abovementioned studies did not aim at comparing selective and comprehensive feedback as none of the control groups received comprehensive feedback.

It is crucial to analyze the studies comparing selective and comprehensive feedback to have an insight regarding the efficacy of these feedback types. One of the first studies comparing the effects of selective and comprehensive feedback was carried out by Ellis et al., (2008). The

study lasted 15 weeks and the aim was to measure the effects of direct focused and direct unfocused feedback by implementing new writing tasks. The results showed that WCF was effective equally for both treatment groups who did better than the control group. Another study was conducted by Sheen et al., (2009), which investigated the use of English articles under four groups: focused indirect correction, unfocused direct correction, writing practice group and a control group which received neither treatment nor feedback. The results favored focused feedback as the group receiving it outperformed the other three.

Supporters of comprehensive WCF claim that comprehensive WCF has more sound ecological validity because it reflects the real classroom practice (Van Beuningen et al., 2012). Teachers in actual classroom do not select some type of errors to be corrected and let the others ignored. One study investigating the efficiency of comprehensive feedback was carried out by Van Beuningen et al. (2008). The study compared the effects of direct comprehensive and indirect comprehensive feedbacks and there were two treatment and two control groups: 1. treatment group receiving direct comprehensive feedback, 2. treatment group receiving indirect comprehensive feedback, 3. control group who were asked to do self-correction without any feedback available, 4. control group who were neither given feedback nor asked to do self-correction, but asked to perform completely new writing tasks. The results showed that groups who made revisions produced fewer errors, and improvements in accuracy were present in the groups receiving comprehensive feedback regardless of being direct or indirect. Truscott and Hsu (2008) conducted a study in which indirect comprehensive feedback was provided to the treatment group, whereas the control group did not receive feedback at all. The treatment group students did better than the control group in the revision task, yet there was not significant difference in newly written tasks. It was concluded by the researchers that correction is helpful in reducing the errors of students, but improvements in revisions cannot be an indicator of learning. Contrary to what Truscott and Hsu (2008) suggested, Van Beuningen et al. (2012)'s research study demonstrated that comprehensive feedback resulted in improving accuracy both in revision and the newly written products.

Studies examining the effects of focused and unfocused feedback provide confusing results. While some researchers advocate that the focus of errors should be limited so that learners

benefit more from the feedback without getting frustrated or overwhelmed (Ferris, 2010; Sheen et al., 2009), some others point out that selective feedback is not an actual classroom practice and it is a must for learners to edit the whole text rather than correcting one or two types of error categories (Evans, James & Tuioti, 2010; Van Beuningen et al., 2012). Moreover, Ellis (2009) suggests that while selective feedback helps learners acquire certain language features in the short term, he admits that comprehensive feedback may be useful in the long term. The controversy on the effectiveness led several researchers to offer a middle ground where specific errors are corrected, but with a focus on multiple categories (Ferris, 2010; Storch, 2010).

The inconclusive results yielded as to focus of feedback show that there is a need for further research to see which one is more efficient. However, as mentioned earlier, it should also be noted that several factors affect which errors to be corrected and to be skipped, such as the context, the goals, level and needs of students. Teachers should be cautious about these factors and choose the best form of feedback suited to the context of learning.

2.3.2 Debate over Corrective Feedback

Despite its prevalent applications in ESL classrooms, WCF has been challenged by researchers as to the role and efficacy in facilitating L2 development. No consensus has been reached by the researchers and practitioners regarding whether to provide feedback or not and the related research yields inconclusive results, as well. The vigorous debate on the efficiency of corrective feedback was not elaborated in detail until the infamous seminal article of Truscott was published in 1996, in which he called for total abandonment of error correction, in particular WCF, due to several reasons. This claim became the starting point of long-time discussed topic and since then, there has been a great deal of studies either affirming or refuting the claims made by Truscott (1996).

In his article “The Case Against Grammar Correction in L2 Writing Classes”, Truscott (1996) made a number of claims, the most prominent of which was the total abandonment of error correction, stressing the impractical and even harmful nature of this widely applied practice. This claim ignited a number of discussions among researchers, who either approved or disapproved the claims of Truscott (1996). One of the first arguments he made was on the

unchallenged and unquestioned view on whether WCF works or not (Truscott, 1996, 1999). Error correction is inherent in teaching environments and it is usually taken for granted by both teachers and learners (Truscott, 1996). When a practice becomes prevalent among teaching professionals, any other alternative is hardly thought (Truscott, 1999). WCF has been accepted as a facilitator in improving accuracy among teachers (Amrhein & Nassaji, 2010; Hedgcock & Lefkowitz, 1994; Saito, 1994). Likewise, learners also expect their teachers to provide some kind of feedback as they find it valuable (Hyland & Hyland, 2006; Lee, 2004; Leki, 1991). What Truscott argues is that learners prefer feedback due to their experiences and they have no other experience than feedback. When the value attached to WCF is considered, Truscott (1996, 1999) calls for questioning the effectiveness of such a practice. Another criticism by Truscott (1996) is the nature of error correction, underlining that the roots of error correction traces back to *audiolingual method*, in which there was no tolerance to error at all. *Audiolingual method* is a teaching methodology which does not foster meaningful and appropriate communication in L2 learning and it was abandoned as it was thought to be an ineffective way of teaching second languages. Therefore, in a similar vein, Truscott (1996) argues that error correction, especially grammar correction, ignores the other components of writing, and it should also be abandoned. Truscott (1996) has a number of criticisms towards error correction due to theoretical problems it has. He argues that error correction ignores the developmental stages of language learning, based on a knowledge transfer between the teacher and the students, which does not result in any kind of L2 development (Truscott, 1996). He adds that “learning consists of the gradual development of a system, based in large part on complex learning process” (Truscott, 1996, p. 344). When the correction is done or required on an error that the student is not capable of correcting it because of the developmental stage he/she is at, the correction has no value. This mismatch between the teacher’s correction and student’s stage, problems will eventually occur. In order an error correction practice to be effective, the teacher should be able to correct errors on the basis of the stage the student is at; unfortunately, this is not the case for most of the classroom practice due to inadequacy of research and accordingly the inadequacy of teachers (Truscott, 1996).

Another related theoretical criticism towards WCF is that it leads to pseudo-learning. Truscott (1996) notes that error correction is merely a knowledge transfer rather than actual learning, making it a shallow and transitory form of learning. Even if the practice has an effect on the learner, it has little value as “the error correction is done in terms of isolated points and without reference either to the processes by which the linguistic system develops or to the learner’s current developmental stage” (Truscott, 1996, p.347). Then, he adds “the acquisition of grammatical structure is a gradual process, not a sudden discovery” (p.342). The related research shows that although target language structures are acquired, students are not able to use these structures. Truscott accepts error correction can be useful in editing, but the research shows a discrepancy between the ability for correcting errors and the ability for stating the underlying rule (1996).

One concern that leads to criticism towards error correction is related with practical considerations. Truscott (1996) argues that error correction is a long and complex process and when the requirements of this process are not met, error correction will be ineffective. Firstly, a teacher must recognize the error and comprehend why it is an error. “If they do understand it well, they might still be unable to give a good explanation” (Truscott, 1996, p. 350). When they manage explaining the errors, they can still be restricted with some limitations such as time and patience, which will in the end affect the quality of feedback. He further criticizes the unsystematic and inconsistent nature of teacher correction and he is doubtful about the ways feedback is given in term of efficiency (Truscott, 1996). Linguistic structures, for instance, are not acquired at the same time and in the same way; therefore, one way correcting errors of these structures cannot be fit into one method, which requires the teacher to make use of different methods of correction, which would be impractical on behalf of teachers and students (Truscott, 1996). Likewise, Zamel (1985) discusses the role of teachers in error correction:

ESL writing teachers misread student texts, are inconsistent in their reactions, make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the text. (p. 86)

The teacher may be capable of describing the errors; nonetheless, students may still fail to comprehend the given explanation because of several reasons (Truscott, 1996). To start with, students may not catch the underlying principle leading to that error and will most probably

repeat the error in subsequent writings. Moreover, students may not be motivated enough to do necessary corrections, feeling that it is neither fun nor easy, particularly when the number of teacher correction is high. He adds that correcting some errors, a selective approach, might be thought as useful, but this is not the case in many situations. Similarly, he rejects the use of comprehensive correction methods, as well.

In his article, Truscott (1996) referred to a number of research studies, which provides empirical evidence on the so-called inefficiency of error correction practice. Semke (1984), for example, investigated four treatment groups receiving indirect feedback, comments only, direct feedback with comments and direct feedback only. The results suggested no significant differences among the groups, and even having an adverse effect on students. Similarly, Robb et al. (1986) conducted a study with four treatment groups. The treatment groups received less explicit WCF gradually, yielding results that show no significant differences among treatment groups. Besides, this study investigates the written accuracy over time with revised texts, making it more convincing. One longitudinal study was carried out by Kepner (1991), in which there were two treatment groups, one receiving form-focused correction, the other receiving content-based correction. Similar to aforementioned studies, the results demonstrated no significant difference between two groups in terms of grammatical accuracy.

In addition to theoretical, practical and empirical considerations regarding WCF, negative psychological effects of error correction are argued by Truscott (1996). He asserts that error correction is a harmful practice in terms of L2 development, leading students to feel demoralized and anxious. This creates a sort of affective filter and worsens L2 development. Similarly, teachers also feel the same stress in order to fully explain the errors to students, which in turn creates frustration and dissatisfaction with the results they have got after such a tiring and time-consuming endeavor (Truscott, 1996).

In summary, Truscott (1996) concluded his provoking article by stating that besides being ineffective, error correction is a harmful activity and it should be abandoned. He claims:

Because correction does not help students' accuracy, and may well damage it, simply abandoning correction will not have harmful effects on accuracy (or anything else) and might improve it. In other words, teachers can help students' accuracy at least as much by doing nothing as by correcting their grammar. (p. 360)

What Truscott (1996) argued regarding WCF was the source of discussions on the effectiveness and appropriateness of WCF practices in classrooms. One of the earliest and strongest objections came from Dana Ferris who published an article entitled “The Case for Grammar Correction in L2 writing Classes: A Response to Truscott” (1999). Her first argument against Truscott (1996) was related with the idea of total abandonment of error correction, on which she stated her opinion as “premature and overly strong” (Ferris, 1999, p. 2). According to Ferris (1999), there are two flaws in the approach of Truscott (1996) to error correction: how error correction is defined and how the research results are evaluated. Ferris (1999) criticizes the way error is defined by Truscott (1996), who defines it as “Correction of grammatical errors for the purpose of improving a student’s ability to write accurately” (p. 329). This is a limited definition of error correction as there are more aspects of a written product than grammar and correction can and must be done on these errors, too. Ferris (1999) asserts that error correction can be carried in several ways and assist some learners, if not all, when it is “selective, clear and prioritized” (p.4). Second flaw that Truscott (1996) has in his argument is related with his review of previous studies. Truscott (1996) lists a number of research studies, the results of which prove the futility of error correction practice. Ferris (1996) notes three limitations in the research review of Truscott’s (1996) paper: “a) the subjects in the various studies are not comparable; b) the research paradigms and teaching strategies vary widely across the studies; and c) Truscott overstates negative evidence while disregarding research results that contradict his thesis” (p. 4). Some studies mentioned in Truscott’s article (1996) took place in EFL setting while some others were in ESL settings, which poses an obstacle to make generalizations on the effectiveness of error correction due to the different natures of these two settings. Moreover, the duration of studies is also different from each other, while some of them are conducted in a semester, another study was conducted as one-shot experimental treatment (Ferris, 1999). The overstatement of research findings supporting his thesis is another problematic issue in the article. Truscott (1996) uses some studies as an evidence to his stance repeatedly, whereas he disregards the studies proving the efficiency of error correction. One problem with the studies in the article is the lack of revision, which is an important part of WCF in process-based writing. When students are required to do revision, they make use of corrections better and accuracy in

writing is better achieved with this awareness, which leads to long-term acquisition (Ferris, 2004).

Despite the disagreements on some issues regarding the error correction, Ferris (1999) agrees with Truscott (1996) on some theoretical and practical points, which requires further attention by researchers and teachers. One point they agree is that the errors are various in form and number, and a number of error correction type will be required during error correction. Teachers should be willing to try different ways of correcting errors. Another point of agreement is the limitations that teachers and students have concerning error correction (Truscott, 1996; Ferris, 1999). As mentioned before, teachers may not be consistent and systematic in treating errors and may be unable to explain errors sufficiently. Similarly, students may not be able to handle the feedback or be unwilling to correct errors. All the concerns above have led to further studies, trying to prove the effectiveness of WCF and adopting more sound research designs, some of which will be analyzed in the next part.

Some of the early studies of Ferris (1995, 1997) and other researchers (Chandler, 2000; Lalande 1982) lacked a control group and didn't yield sound results as to the increase in accuracy. Ferris (2004) claims that having a control group may pose some ethical problems as it means depriving one group of WCF while the other group receiving it. Giving feedback, particularly WCF, is believed to be useful both by the teachers and students and when teachers withhold it for the sake of research, they do not feel comfortable with it. In a similar manner, students will feel unrest when they do not receive WCF. That's why it is not easy to find a teacher who would be willing not to give feedback to their class just for research (Ferris, 2004). Three studies are mentioned by Ferris (2004), which clearly shows results in favor of WCF. One of them is carried out by Fathman and Whalley (1990), in which there were three treatment group and a control group. The results showed that treatment groups outperformed the control group. Ashwell (2000) conducted another study based on the study by Fathman and Whalley (1990), investigating the efficiency of content-then-form feedback. Similarly, the control group was outperformed by the treatment groups showing the effectiveness of content-then-form feedback. Additionally, Ferris and Roberts (2001) carried out a study with a feedback and a non-feedback group. The group receiving indirect feedback wrote notably better than the non-feedback group.

Ferris (1999) suggests a number of ways to better error correction practice for both teacher and students. First, teachers must have the knowledge on how to correct errors. They must educate and prepare themselves for different types of errors while educating their students about error correction strategies. Second, they should be aware of their instructional context along with students' levels, backgrounds and needs. They should be able to employ various way to correct errors ranging from direct feedback to indirect feedback accompanied with several other techniques. Moreover, students should be taught editing skills in order to make the most of error correction. Teachers should instruct their students on how to do self-correction and edit their written products by themselves. Finally, she suggests to be realistic in the expectations from students since students vary in their ability to make use of error correction and their self-editing skills, and that while some students benefit from the error correction, some other may not be able to do so due to certain restrictions.

It is clear from the discussion above that further research is called for by both opponents and supporters of error correction in order to understand the role of error correction in second language writing classes. While Ferris (1999) rejects Truscott's (1996) claims regarding error correction on the grounds that they are limited, biased, outdated and the call for total abandonment of error correction is out of question. Nonetheless, she agrees with Truscott's (1996) criticisms towards some theoretical and practical problems as to error correction procedures and suggests that they could be used to make the error correction practices more efficient and helpful for L2 writers. She concludes her article as:

The issue of helping students to develop their written language skills and improve their accuracy in writing is too important to be ruled on hastily. As teachers, we can only hope that we will continue to find answers and discover ways to respond more thoughtfully and effectively to our student writers' needs. (p.10)

Both Truscott (1996) and Ferris (1999) have based their claims on previous studies and aimed at presenting empirical evidence to be persuasive. However, studies from both sides have fallen short to explain whether accuracy can be improved with the help of error correction and have called for more research to delve into the matter and present sound results for error correction practice. Therefore, it is aimed with the present study to investigate the efficiency of indirect comprehensive WCF in Turkish EFL context and make contributions to the field.

2.4 Preferences of Students and Teachers for WCF

While the number of studies investigating the effects of different types of WCF is high, there is also a good body of research that investigates the preferences of students and teachers in order to better WCF practices. It is clear from the research on WCF that both parties agree on the usefulness of WCF and they value the WCF practices in classroom (Amrhein & Nassaji, 2010; Atmaca, 2016; Fathman & Valley, 1990; Ferris, 1995; Ferris & Roberts, 2001; Hedgcock & Lefkowitz, 1994; Hyland & Hyland, 2006; Leki, 1991; Saito, 1994). The research on the preferences of students and teachers have provided valuable insights to the WCF research and practice as Storch and Wigglesworth (2010) points out that these studies suggest the importance of linguistic and affective factors that determines the efficacy of a certain feedback type. The studies investigating preferences of students found that students value WCF (Ferris & Roberts, 2001; Lee, 2008; Leki, 1991). Below is a summary of studies investigating students' preferences for WCF:

Table 1

Summary of Studies Investigating Student Preferences Regarding WCF

Researchers	Participants	Preferences of Students
Leki (1991)	100 ESL university students	*Unfocused feedback *Explicit feedback on form
Saito (1994)	39 ESL university students	* Direct feedback
Ferris and Roberts (2001)	72 ESL university students	*Indirect error coded feedback * Form-focused feedback
Diab (2005)	156 EFL university students	*Comprehensive explicit feedback
Lee (2008)	58 secondary school students	* Direct feedback
Chung (2015)	100 university students	* Direct feedback
Chen, Lin and Jiang (2016)	64 EFL university students	* Direct feedback
Trabelsi (2019)	75 EFL students	* Unfocused feedback * Indirect feedback

All the studies above reveal that students favor teacher feedback and they see them critical in their language learning process. They mostly prefer comprehensive and direct feedback, where a focus-on-form approach to errors is applied. Most of the studies above reflect the results of

surveys, which do not always provide in-depth understanding of the subject under investigation. There is a need to conduct interviews to delve into the perspectives of learners regarding WCF. The present study aims at investigating students' views on WCF deeply; hence, individual and focus group interviews have been conducted.

Studies comparing students' preferences and teacher beliefs as to WCF have also been conducted by a limited number of researchers. Below is a summary of these studies:

Table 2

Summary of Studies Comparing Student and Teacher Preferences Regarding WCF

Researchers	Participants	Findings
Schulz (1996)	824 students and 92 teachers at tertiary level	*Teachers prefer content-focused feedback * Students prefer form-focused feedback
Amrhein and Nassaji (2011)	33 ESL students and 31 teachers	*Teachers favor comprehensive, indirect feedback *Students favor direct, explicit feedback
Hamouda (2011)	200 EFL students and 20 teachers at tertiary level	* Teachers prefer indirect focused feedback * Students favor direct unfocused feedback
Black and Nanni (2016)	262 students and 21 teachers at tertiary level	* Teachers prefer feedback on organization and content * Students prefer focus on form feedback

Few studies comparing students' and teachers' preferences for WCF show that both teachers and students value feedback; however, the preferences may not always corroborate with each other. The students prefer more comprehensive, direct and focus on form feedback, while the teachers prioritize selective, indirect and content-focused feedback. This misalignment calls for further research to investigate different settings so that WCF practices will be fruitful for both teachers and students.

2.5 Related Studies in Turkish EFL Context

As in other contexts, WCF has caught attention of both researchers and practitioners in Turkish EFL context and a number of research has been conducted on the effectiveness of different types of WCF. The next part gives an overview of some of these studies.

Eylenen (2008) conducted an experimental study with 68 students lasting 10 weeks. The students were divided into 3 groups as: receiving comprehensive direct correction and underlining, comprehensive coded correction and a control group. The results revealed no significant difference in the accuracy in the long term when pre-test and post-test results compared, yet showing the usefulness of coded feedback type.

Ergünay (2008) carried out an experimental study to investigate the effectiveness of direct and indirect corrective feedback with 71 Intermediate level students. There were three groups: 1) direct feedback, 2) indirect feedback 3) a control group receiving no feedback at all. The findings showed that the group receiving direct feedback remarkably outperformed the one receiving indirect feedback. It was also revealed that no feedback group was outperformed by the groups receiving feedback regardless of the type.

Kahyalar (2013) conducted 8-week- case study with 3 participants, each of which wrote 7 essays with three drafts. The participants received comprehensive indirect coded feedback and a semi-structured interview was conducted with each participant. The results revealed that participants valued the way WCF was provided and it had a positive impact on the revisions of errors in the subsequent drafts.

Beşkardeşler (2018) conducted a study as to the effects of different types of WCF on the accuracy of Turkish EFL writers. The study adopted an experimental study design to compare the effects of two direct feedback types: direct selective feedback and direct comprehensive feedback. There was a control group who received no feedback at all. The control group was outperformed by the feedback receiving groups, whereas there were no significant differences between feedback receiving groups.

Another study was conducted by Valizadeh (2019) to investigate the effects of direct feedback and metalinguistic feedback on syntactic accuracy and complexity. Both types of feedbacks

were given comprehensively for five weeks to 90 tertiary level students who were divided into three groups: direct feedback group, metalinguistic feedback group and control group. The results demonstrated no significant difference between two groups receiving feedback, while the control group was significantly outperformed by feedback groups.

Özçelik (2020) conducted a 7-week-experimental study with 36 tertiary level students to investigate the effectiveness of indirect WCF in improving overall writing performance. There were two groups: one receiving indirect coded feedback and the other receiving direct feedback. The findings showed no significant difference between two groups, while revealing that both groups increased remarkably from pre-test to post-test.

Besides the studies investigating effects of different types of WCF, there are studies investigating the preferences of teachers and students as to WCF in Turkish EFL context.

One of the prominent studies in Turkish EFL context was conducted by Enginarlar (2003), who investigated the opinions of learners regarding the WCF practices of teachers. The participants were 47 EFL learners at tertiary level. The results demonstrated that participants had positive attitudes towards WCF, particularly teacher-generated WCF.

Uzel (1995) conducted a study with 120 university students and 23 teachers. In the study, a questionnaire and interviews were employed and the results revealed a mismatch between teachers' assumptions and students' expectations.

Atmaca (2006) investigated the preferences of teachers and students by a comparative study. There were 34 tertiary level students and 34 teachers. It was revealed from the results that while there are alignments in the preferences of teachers and students in terms of type and scope, some mismatches exist as to priority given to different types of errors.

Sakallı (2007) carried out a study on students' preferences for WCF. The study aimed to understand whether students' preferences change over time after receiving different styles of feedback. The results revealed that students' inclinations changed from direct feedback to indirect feedback over time due to awareness they got during the process.

Seker and Dincer (2014) also carried out a comprehensive study with 457 tertiary level students, who were asked to fill out a survey and participate in a semi-structured interview. The participants preferred receiving comprehensive, form-focused feedback.

Kahraman and Yalvaç (2015) conducted a study on student preferences. Besides administrating questionnaires, interviews were also held. The results showed that students value teacher feedback and they prefer feedback on grammar rather than style and organization.

Similar to other context, the investigation of WCF in Turkish EFL context has also yielded mixed results as to the efficiency of different types of feedback and the preferences of students and teachers. However, it is obvious that WCF is a valued practice by both teachers and students and both sides are aware of the improvement that WCF leads to. The present study aims at contributing to the existing body of literature by adopting a case study design which investigates the efficacy of indirect comprehensive WCF. The next section gives detailed information about methodology of the present study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, the design of the study will be introduced. Then context and the participants will be explained. Next, the data collection instruments will be presented, followed by data collection procedure. Finally, data analysis process will be explained briefly.

3.2 Design of the Study

The present study aims to see the effect of comprehensive indirect coded feedback on learners' written production. The following questions are intended to be answered:

1. Does comprehensive indirect coded feedback improve the written production of learners?
(From first draft to final draft)
2. Does comprehensive indirect coded feedback improve overall writing proficiency of learners over time? (from essay 1 to essay 3)
3. What are the perceptions of learners related to effect of comprehensive indirect coded feedback?
4. What are the perceptions of learners related to process-based writing approach?

The research design adopted a case study (Yin, 2002) in which a group of tertiary English learners (N=17) received comprehensive indirect coded feedback. A case study design was

adopted in the present research study in order to explore the phenomenon in hand comprehensively as stated by Creswell (2017) “A case study is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context”. This case study involved 17 participants, each of whose written products were provided comprehensive indirect coded feedback and each of whom were asked to revise accordingly. Each participant wrote 3 essays and a revised draft for each essay. The essay writing process was methodologically based on a guided discovery approach (Scrivener, 2011), which was achieved by the implementation of indirect feedback.

The writing tasks were conducted in the class based on a process-based writing approach (Celce-Murcia, 1991), and students actively got involved in the common phases of process-based approach, such as brainstorming, outlining and first drafting. Contrary to the different applications in different classes in the institution, the researcher followed each stage of process writing strictly and asked students to complete each stage both in the pilot study and the main study.

The present study is a mixed study which constitutes both qualitative and quantitative methods to collect and analyze data. Employing a mixed method enables an extensive way of researching the present phenomenon as Creswell (2014) points out that mixed method design provides a deeper insight into the research problem rather than using solely qualitative or quantitative research design. In the current study, convergent mixed method was employed, which means that both data forms were collected concurrently and the overall results were interpreted by integrating the information obtained from both forms of data (Creswell, 2014).

In the current study, student interviews were used as qualitative data which helped to understand the participants’ expectations, conceptions and experiences in regard to the study. First, semi-structured individual interviews were conducted with 6 students before, during and after the essay writing process. At the end of the essay writing process, a focus group interview was also held with 8 students different from the students in the semi-structured interviews to talk about their perceptions as to approaches employed in second language writing classes, particularly process-based approach to writing.

The scores of student essays composed the quantitative data of the study. Dörnyei (2007) describes one quality of a quantitative study as analyzing trends and comparing groups revolving around numbers. In the present study, the scores of first drafts and last drafts of each essay and first essay task and last essay task were compared to understand the trend of essay scores.

3.3 Context

The context of this study is a foundation university in Turkey. The participants are preparatory school students from various undergraduate programs. Except for the faculty law, the medium of instruction in all programs is English; therefore, students are expected to be, at least, at B2 level in order to be able to enter their departments. If they don't meet this criterion, they have to complete the preparatory school, offering an intensive English program, in one or two semesters depending on their grade. The students who take the proficiency exam and don't score at least 60/100, the grade corresponding to the B2 level, have to enroll the preparatory school. The proficiency exam is prepared in line with B2 level and consists of 5 parts. Each of the four skills are assessed in separate parts and the last part of the exam includes use of language section, which aims to assess the grammar and vocabulary competences of the students through test items such as sentence completion, paraphrasing and ordering. Whether they take the proficiency exam or not, students starting the preparatory school are expected to take a placement test. The placement test involves reading, listening, writing parts, and a use of language part consisting of grammar and vocabulary test items. The placement test takes place at the beginning of the semester, and the students are placed to the corresponding grade according to their results.

Depending on their grades, the students take 20-22 hours of English in a week. The curriculum of the preparatory school aims at teaching four skills in an integrated way. Hence, the syllabi and materials are arranged in a way that each skill is covered together during teaching. The allocated hours for different books and skills may change depending on the level; however, for writing sessions, generally 4 or 5 hours are allocated every week.

There are 4 grades, from Grade 1 to Grade 4. Except for Grade 4, which includes only B2 students, each grade includes 2 levels and there are 4 levels (A1 to B2) in total. For instance,

Grade 1 has A1 and A2 levels, while grade 2 has A2 and B1 levels. In A1 and A2 levels of Grade 1 and Grade 2, course books are supplemented by grammar and writing books. At the beginning of semester, students are expected to write at sentence level and then they go on with writing specific paragraph types. For these levels, course book and writing book form a base for the writing at the beginning of the semester. For A1 level, writing book begins with simple sentence structure and goes on with paragraph writing along with mechanics. The writing book employs the elements of process writing and students are used to stages of process writing at this level; however, there is no settled implication of process writing in class. Starting from A2 level, students learn how to organize their ideas into groups and delve into elements of academic paragraph writing.

In Grade 3 and 4, skill books are used for each skill along with a grammar book. In Grade 3 and 4, it is aimed that students start with writing paragraphs and continue with essay writing. The students are supposed to know the basic paragraph structure; thus, different types of paragraph are taught in the class so that the students can get accustomed to writing on different topics. The students also learn useful language to write a specific type of paragraph. The study targets intermediate level students; hence, the students from Grade 3 (B1-B2) are chosen for the study. In Grade 3, students write paragraphs for 7 weeks and starting from week 8, they learn how to write essays. They start by learning the difference between paragraph and essay. Then, they are taught the basics of essay; that's, writing a thesis statement and the parts of an essay. After learning the essay structure, students are required to write an essay for practice. Different types of essay are taught to students and they are expected to write that specific type of essay in class or out of class. The students are advised to do brainstorming and prepare an outline and generally, an in-class brainstorming is performed, but outline preparation rarely happens. Although the students have an idea about the stages of process writing, there is not a standardized rule for applying it in the classroom. Officially, they are not required to do brainstorming, to prepare outlines or to revise and submit second drafts. The writing process is mostly product based. The prevailing practice is to ask student to write an essay on a given topic. Writing proficiency is evaluated through tasks and exams, and also, for practice, students are given writing homework after writing lessons. Rubrics are used to evaluate the written production. Although all instructors in the preparatory school give feedback to written

productions of students, there is not a settled system of feedback that all instructors use. However, most of the instructors give direct feedback as they think it is a practical way of giving feedback both for themselves and students.

3.4 The Participants

The study was conducted at a foundation university where the researcher is currently working. The participants were intermediate level preparatory school students. At the beginning of the study, there were 20 participants who volunteered for the study; however, 3 of them didn't continue for personal reasons. Therefore, in the end, there were 17 participants who completed essay writing procedure in the study. Out of 17 students who participated the study, 6 students were selected for the semi-structured interviews. The participants were chosen according to their levels of proficiency and 2 students for each level, that is low, middle and high, were chosen based on their performance in previous writing tasks. All 6 students volunteered to participate the interviews. For the focus group interview, 8 volunteer students were selected randomly.

The participants of the current study were the students of the same class and the researcher was the instructor of this class in the spring term of 2022-2023 academic year. Convenience sampling method was utilized because it would be more practical and easier for both the participants and the researcher. The data collection process involved teaching and feedback, which required a close interaction with the participants; therefore, it was essential to carry out the study within the class of the researcher.

The ages of participants ranged from 18 to 24 and they were students of different departments. The participants had 22 hours of English every week and 4-5 hours were allocated for writing lessons. Because of a massive earthquake happened in the eastern part of the country, the classes were held online during that term and the students also had the chance to participate the classes face to face. However, most of the students attended the classes online.

The participants were assured about the confidentiality in all steps of the study and they were given consent forms and informed about the procedures before the study started. Moreover, a

pilot study was conducted before the actual study; hence, they were able to get an idea about the procedures.

3.5 Data Collection Instruments and Procedures

3.5.1 Pilot Study

A pilot study was conducted before starting the data collection procedure. The pilot study was conducted so that both the researcher and the participants would be able to go through the process before the main study and see the procedure. The pilot study was done to collect a sample of the quantitative data and to do modifications, if necessary, on the error correction codes to be used in the main study. It lasted for 5 weeks and 8 students participated. The researcher carried out the pilot study herself and the same students were participants of the main study, as well. The students were asked to write paragraphs because they hadn't learnt essay writing yet. They received indirect written corrective feedback to their paragraphs and were expected to revise their paragraphs and write a second draft. The elements of process writing were employed in the pilot study. First, the researcher provided the students with a topic for the paragraph and an in-class brainstorming session was done. After the brainstorming, the students prepared an outline and started writing their paragraphs. The next step was giving feedback to the student paragraphs. One aim of the pilot study was to do necessary modifications on the error correction codes and it achieved its purpose. While giving feedback to the student paragraphs, the researcher added some categories to the error correction codes list because the list didn't include some errors that students had in their paragraphs. The codes were mainly related with grammatical, lexical and mechanical errors; however, it was necessary to add some categories related with the organizational errors. Furthermore, there was a need to alter the codes of some error categories to make them clearer and more meaningful for the students. To exemplify, some of the codes were punctuation marks such as "?" or "!", and it wasn't guiding enough for the students to recognize the error they committed in their paragraphs. Additionally, in order to have a consistent list of error, all the error codes were turned into two-letter-code format (Appendix 1).

The pilot study had two purposes. One was to help students get accustomed to the course of the main study and to make required changes in the error correction codes list. It was helpful for the researcher and the students in that they both knew what they were going to go through. The second purpose was to see whether the error correction codes list required some modifications for the main study. A number of changes and additions were made in the error correction code list, which was essential for the smooth progression of the main study.

3.5.2 Essays

In the current study, essays were one of the instruments of data collection. The participants had neither learnt nor written an essay previously. Thus, they first learnt the basics of essay writing. During the study, the students were asked to write three different types of essays and learnt the principles of each type of essay. Nonetheless, it was necessary for them to learn the basics of essay and then build upon it while writing the new types of essays. Furthermore, the present study implemented each step of process writing and in the pilot study, only eight of the participants took part in; hence, getting the rest of the participants familiar with the steps of process writing in essay writing was a necessity.

A writing book was used to teach the principles of a five paragraph essay and in total, four hours of teaching was allocated, where they learnt the parts of an essay and were provided with sample essays. Then, each step of the process writing was applied. The curriculum of the preparatory school doesn't require the steps of process writing to be applied, so participants weren't familiar with these steps and it was a new experience for them. After the teaching session, the participants were provided with a topic and a whole-class brainstorming session was held. Brainstorming session was followed by creating an outline. Each student created an outline based on the ideas found in the brainstorming session. The next step was writing the essay. The students were asked to write an out-of-class essay of 250 words. They were free to use dictionaries and reference materials as long as they wrote it by themselves. When they submitted their essays, they were provided with a coded feedback by using error correction codes list in. The error correction codes list was already shared with them in the pilot study and they were familiar with both the process and the list.

During the study, each participant wrote three essays with two drafts. There were three types of essay present in the syllabus of this level, so, these three essay types were chosen in the present study. The essay types were cause-effect essay, comparison-contrast essay and opinion essay. For each essay type, 4 hours were allocated for teaching that specific essay type. Initially, it was planned to get students to write the essays in the class, but as the classes were held online, it wasn't possible to conduct the essay writing as an in-class practice. The students wrote the first and revised drafts in a pre-defined time as an out-of-class practice. The steps of essay writing and error correction process is described below.

Step 1: After teaching the principles of the relevant essay type, the students were given a topic and a whole class brainstorming session was carried out, where all the participants uttered some ideas.

Step 2: Afterwards, the students were asked to choose among these ideas for their essays and create an outline. In the outline, they were supposed to write a thesis statement, topic sentences and supporting ideas of body paragraphs, and a conclusion sentence. They were given 30-50 minutes to create the outline, and they submitted the outline to the researcher to be revised in regard to content and organization.

Step 3: The next step was to start writing the essay. The participants had already prepared an outline for the essay, so they were asked to turn the outlines into an essay of around 400 words. Because the lessons were held online, the essay writing was conducted out-of-class. The participants were required to submit the essay on the same day until midnight.

Step 4: After the submission of essays, the researcher provided feedback for each essay by using the codes in error correction list. The error correction list includes codes for different types of errors such as errors of coherence and cohesion. Along with the codes, some comments were also made so that the participants would correct every error in their essays. The essays were also scored according to an adapted version of TOEFL rubric (Appendix 2). In order to increase the reliability of the essay scoring, two raters scored each essay type. Including the researcher, there were 4 scorers in total. Each essay was scored by both the researcher and a rater. While raters changed in each essay type, the researcher was always the first rater of each essay type. The

researcher provided feedback and the other three raters only scored the essays. The feedbacks and the scores were provided to the participants within a week at the latest.

Step 5: The participants were required to submit their revised drafts in no later than a week after getting the coded feedback. They were already familiar with the error correction list and the codes; hence, they had an idea about what they were supposed to do with the provided feedback.

Step 6: Participants submitted the second drafts. The researcher revised the second drafts and scored them accordingly. The second drafts were also scored by the same rater who scored the first drafts. Participants weren't expected to write a third draft due to two reasons: almost all the errors were corrected by the participants and only minor errors were present in the revised drafts. Time limitation was another reason for not asking for a third draft.

For each essay type, the same steps were followed and the participants wrote 3 first and 3 final drafts in total (see Appendix 3 for a detailed lesson plan). The steps of process writing were applied in the first drafts of essays, and in the final drafts, the participants did the necessary corrections in their essays (see Appendix 4 for sample first and revised drafts).

3.5.3 Semi-Structured Interviews

Interviews are one of the common sources used in qualitative studies such as case studies (Dörnyei, 2007). Interviews assist researchers have a deeper insight into the subject matter as they can understand the perspectives of the participants through questions. Interviews provide information regarding the various aspects of the research topic that researchers cannot directly notice (Mackey & Gass, 2005). Therefore, in order to gain a deeper insight into the matter, a series of semi-structured interviews were conducted before, during and after the essay writing process. Unlike structured interviews, semi-structured interviews give researchers the opportunity to ask further questions in addition to the initially formulated questions (Dörnyei, 2007). Semi-structured interviews also enable the participants the chance to fully express their ideas. The rationale behind the interviews of the present study was to reveal the pedagogic and linguistic dimensions of the study.

In the current study, 6 participants, considered as an optimal number, were selected for the semi-structured individual interviews. The consent of the participants was granted and they were informed about the process. The participants were chosen according to their levels of proficiency and 2 students for each level, that is low, middle and high, were chosen based on their performance in previous writing tasks. The rationale behind this selection was that it would provide an insight into the views of participants from different levels about the whole process. The medium of interview was Turkish so that the participants could feel more confident to express their ideas and could provide more information to the researcher. The interviews were carried out online through video conferencing and each session was recorded. The interviews were arranged with the participants a day before the interview and they lasted 10 to 20 minutes.

With 6 volunteer participants, 3 different interviews were carried out. The interviews conducted before the study aimed at understanding the expectations of the participants in regard to the forthcoming process they would be involved. The aim of the questions was to understand the participants' previous experience and knowledge in regard to writing classes, process writing and feedback (Appendix 6). Furthermore, their expectations about the process to be followed in the study were also interrogated. To this end, a specific number of interview questions were formulated initially; however, because a semi-structured interview was carried out, further questions were asked so that the participants could fully express themselves. Moreover, semi-structured interviews are useful for researchers as they provide opportunities to respond to the emerging views of participants and new aspects of topic at hand (Merriam, 1998).

The second phase of the interviews was carried out in the third week of the essay writing process. The reason why the third week was chosen was that the students had already written one essay, received feedback for it and wrote the revised draft. Therefore, they completed the first cycle of essay writing and they had an actual experience of the process. With the same participants, the second interviews were conducted. The questions of the second interview were prepared to understand the ideas and experiences of participants regarding the way corrective feedback was given, the steps they followed during writing the first and second drafts and the feasibility of the whole process up until then.

The last phase of the interviews was conducted at the end of essay writing process. After the researcher collected the revised drafts of the last essay type, the last interview was carried out with the same participants at the end of six-week duration. Now that the whole process was over, the researcher asked questions related with their experience in writing essays and receiving feedback to their essays. The participants were asked questions about the methodology followed in the study. They were questioned about the type of feedback given and the way it was given. They were asked whether the process in the study improved their writing skills or not. They were also interrogated about the steps they followed while writing the first and revised drafts.

3.5.4 Focus Group Interview

After the essay writing process and semi-structured interviews, a focus group interview was conducted with 8 volunteer participants in order to understand the perceptions of students towards process-based writing approach applied during the study. 8 participants were chosen because generally the ideal number of participants in focus group interviews is determined as 6-8 participants (Hennink & Bailey, 2014). These 8 participants were different from the participants of the semi-structured interviews and they were chosen randomly based on their will and they were informed about the procedure to be followed. The medium of interview was Turkish so that the participants could express themselves better. The focus group interview was carried out online so as to be more practical and the whole session was recorded and then transcribed verbatim by the researcher. A meeting time that was suitable for all the participants was arranged by the researcher and the participants agreed to attend the interview at that specific time. There are different uses of focus group interviews while collecting data and in the present study, the one utilized in the present study was the type where the focus group interview was used in combination with other data collection methods because using focus group interviews with other qualitative methods assists researchers in delving deeper into the subject at hand (Morgan, 1996).

In the present study, besides the individual interviews, the usage of focus group interview helped to get a clearer insight about the thoughts of participants regarding the study they participated. The researcher was the moderator of the focus group interview. The questions were formulated

by the researcher and they were related with the process writing methodology applied during essay writing phase of the study (Appendix 7). All participants were active during the interview and there was an equal distribution of time of speech. The focus group interview lasted around 40 minutes.

3.6 Data Analysis

The current study adopted a mixed method research design and the data was collected both qualitatively and quantitatively. Therefore, qualitative and quantitative data analyses were carried out by the researcher.

3.6.1 Analysis of Quantitative Data

The essay scores of the participants composed the quantitative data of the present study. After each essay type was written both the first drafts and revised drafts were rated by two different raters, the researcher herself and another English instructor. Along with the researcher, a different rater scored each essay type and as raters, there were 3 different instructors and the researcher. The reason behind employing two different raters for each essay was to increase the reliability of the rating process. For rating, an adapted version of TOEFL rubric was chosen as it is known as a valid rubric and has been used for a long time. The differences between scores given by the raters were very close; the range was +/- 1. This also proved the reliability of the rating process (See Appendix 5 for essay scores).

In order to analyze the data from essay scores, descriptive analyses were carried out. Descriptive statistics were utilized in the present study as “they help us summarize findings by describing general tendencies in the data and the overall spread of the scores” (Dörnyei, 2007, p.213). To this end, the mean and the standard deviation of the total scores of participants for each essay type were calculated so that it could illustrate whether there was an increase in the scores of the participants from essay 1 to essay 3. For statistical analysis of the data at hand, SPSS 23 was utilized.

3.6.2 Analysis of Qualitative Data

The qualitative data was gathered from individual semi-structured and focus group interviews. After all the interviews were over, the recordings were transcribed verbatim by the researcher and content analysis was utilized to analyze the data from the interviews. The researcher revisited the data many times in different time periods in order to obtain general understanding and not to overlook any data that could be useful for the study. A start list of pre-determined codes was used; that is, the issues and concepts existing in the relevant literature was utilized for coding the data at hand (Miles & Hubermann, 1994). The pre-defined set of codes were assigned to the sentences and phrases. There were also some codes that emerged from the data (e.g. having fun, interesting like solving puzzles), too. The next step was turning these codes into categories. The pre-defined codes were placed into certain categories that are in line with the research questions. The final step was putting the categories into the right themes that exists in the relevant literature. Table 3 summarizes the data collection instruments and data analysis methods for each research question.

Table 3

Summary of Data Collection Instruments and Data Analysis Tools

Research Questions	Data Collection Instruments	Number of Participants	Data Analysis Tools
1. Does Comprehensive Indirect Coded Feedback Improve the Written Production of Learners? (From First Draft to Final Draft)	First and Second Drafts of each essay task	17	Descriptive Statistics Paired Samples T-Test Effect Size Indices
2. Does Comprehensive Indirect Coded Feedback Improve Overall Writing Proficiency of Learners Over Time? (From Task 1 To Task 3)	First draft of essay task 1 and second draft of essay task 3	17	Descriptive Statistics Paired Samples T-Test Effect Size Indices
3. What are the Perceptions of Learners Related to Effect of Comprehensive Indirect Coded Feedback?	Semi-structured interviews	6	Content Analysis
4. What are the Perceptions of Learners Related to Process-Based Writing Approach Adopted in the Study?	Focus group interview	8	Content Analysis

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter provides analysis and discussion of the quantitative and qualitative data obtained from the present research. The results for each research question will be presented. Then, the discussion of findings will be presented for each question.

4.1. RQ1: Does Comprehensive Indirect Coded Feedback Improve the Written Production of Learners? (From First Draft to Final Draft)

One aim of the present research is to investigate the effect of comprehensive indirect coded feedback from the first draft to the final draft of each essay task. To this end, the scores of student essays were used, which compose the quantitative findings of the current study. First, a table was prepared on MS Microsoft Excel for each essay, in which the score each student got from two different raters were recorded. After the scoring was over, the average score for the first drafts and final drafts was calculated separately for each essay. In order to show the descriptive statistics, minimum and maximum, mean, median scores and standard deviation were calculated and tabulated. Table 3 presents the descriptive statistics of scores of first and final drafts of each essay task.

Table 4

Descriptive Statistics Related to Task Scores

Tasks	Draft	N	Min	Max	Mean	Median	S.D
Task 1	First Draft	17	3.5	9	5.18	5.5	1.47
	Final Draft		3.5	9.5	6.77	6.5	1.64
Task 2	First Draft	17	4	9.5	6.5	6.5	1.56
	Final Draft		4	10	7.8	8	1.65
Task 3	First Draft	17	4	9.5	7.09	7	1.71
	Final Draft		4.5	10	8.18	8.5	1.57

Note: The highest score is 10.

In order to answer the first two questions of the current study, 17 participants were recruited and descriptive statistics was utilized. The descriptive statistics reveal that the minimum score obtained in the first draft of the first task, which is basically a pre-test, rose to 4.5 in the final draft of the final writing task, which shows a 28.5% increase from first draft of the first task to the final draft of the final task. The maximum score observed was 9 in the first draft of the first task, which raised to 10 in the final draft of final task revealing that the maximum score increased by 11%. The lowest average score was observed in the very first draft of essay participants wrote while the highest average score was observed in the final draft of the final task.

In the current study, a total of three different repeated measurements were applied for each student. In order to analyze the data at hand, SPSS 23 was utilized. Green and Salkind (2010) states that before applying any statistical analysis, normality tests should be run in order to determine which statistical techniques to use. If there is normally distribution, parametric tests should be used, if not, non-parametric tests should be utilized (Conover, 1999). Two of the most common normality tests are Kolmogorov-Smirnov and Shapiro-Wilk. When the sample size is higher than 30, Kolmogorov-Smirnov, if it is less than 30, Shapiro-Wilk is utilized (Yap & Sim, 2011). In this study, the sample size is 17; therefore, Shapiro-Wilk test of normality is run. Table 5 shows the test of normality results for each measurement:

Table 5

Normality Test Results (Shapiro-Wilk Test)

Tasks	Statistic	df	p
T1D1	0.899	17	0.065
T1D2	0.948	17	0.433
T2D1	0.918	17	0.136
T2D2	0.937	17	0.284
T3D1	0.934	17	0.250
T3D2	0.912	17	0.107

(T: Task D: Draft)

In Shapiro-Wilk test, null hypothesis (H_0 = there is normal distribution among variables) is tested and if p value < 0.05 , it shows the rejection of null hypothesis. If p value > 0.05 , then, null hypothesis cannot be rejected.

As shown in the table 4 above, since the p values exceed 0.05 for all the measurements, null hypothesis cannot be rejected, showing normal distribution of the values. In other words, the results of Shapiro-Wilk test indicated that the scores of each draft were normally distributed. Moreover, Skewness and Kurtosis were checked in the following table for all values. Skewness and Kurtosis values were found to be between -1.5 and $+1.5$, showing a normal distribution per variable.

Table 6

Skewness and Kurtosis Values of Drafts of Each Task

Tasks	Skewness	Kurtosis
T1D1	0.984	1.489
T1D2	-0.524	-0.153
T2D1	0.419	0.102
T2D2	-0.747	0.237
T3D1	-0.448	-0.861
T3D2	-0.877	0.177

(T: Task D: Draft)

After the normality test, paired-samples t-test is run. In order to understand whether there is a statistically significant difference between two measurements, in this study first draft and final draft of each task, a paired samples t-test is utilized to determine the effectiveness of the treatment in the study. Table 7 shows the results of paired samples t-test of first and final draft of each task.

Table 7

Paired Samples T-Test Statistics of Drafts of Each Task

Tasks	Mean Difference	T	df	p
T1D1 - T1D2	1.59	6.74	16	0.000
T2D1 - T2D2	1.29	5.913	16	0.000
T3D1 - T3D2	1.09	6.299	16	0.000

(T: Task D: Draft)

p<0.05

In all tasks, the mean scores of second drafts are higher than the mean scores of the first drafts. Paired samples t-test p value for each task is lower than 0.05, showing a statistically significant difference for each task.

Moreover, in order to analyze the effect size of the treatment in the current study, two types of effect size indices are used: Cohen d and η^2 (eta square). Cohen d statistic can be computed as follows:

$$d = \frac{t}{\sqrt{N}}$$

The other effect size indices, η^2 (eta square) is computed as follows:

$$\eta^2 = \frac{t^2}{t^2 + (N - 1)}$$

The d values are categorized as small, medium and large effect size when they are 0.2, 0.5, 0.8 or higher respectively. The same order applies for η^2 (eta square) values when they are 0.01, 0.06 and 0.14 or higher (Green & Salkind, 2014).

Table 8

Effects Size Results of Drafts Each Task

Tasks	Cohen <i>d</i>	η^2 (eta square)	Effect Size
T1D1- T1D2	1.63	0.74	Large
T2D1- T2D2	1.43	0.68	Large
T3D1- T3D2	1.53	0.71	Large

(T: Task D: Draft)

The calculation results for each index are presented in the table 8, revealing large effect size.

The current study seeks to determine the short term effects of comprehensive indirect coded feedback on students' overall writing proficiency. The reason why comprehensive indirect coded feedback was chosen was the belief that it would be more useful in the context of the present study. To this end, the scores of first draft and second draft of each task were compared. The results demonstrated a significant increase from the first drafts to the second drafts in all tasks. Even for the low achievers, the essay scores showed an increase from first draft to second draft. The descriptive statistics show that the mean scores of first drafts in the study were lower than the scores of second drafts. Moreover, *p* value is lower than 0.05, showing a statistically significant improvement in the overall writing proficiency of students from one draft to another. When the effect size of the scores is calculated, the results show a large effect size in both Cohen *d* and η^2 (eta square) indices. All the results provide evidence on that the students made gains upon receiving indirect coded feedback between two drafts.

It could be concluded from the results that providing comprehensive indirect coded feedback was effective, leading students to improve their writing proficiency in short term. In spite of the claims that students either ignore or are unable to utilize teacher feedback (Truscott, 1996, 1999; Zamel, 1985), several studies have shown that WCF improves the written production of EFL/ESL students (Bitchener, 2008; Bitchener & Knoch, 2008; Ferris, 1995, 1997, 2004; Ferris & Roberts, 2001; Sheen, 2007).

As mentioned in the literature review, the debate over which type of error correction strategy is more effective has yielded inconclusive results. Therefore, the results of the current study contradict those of some other studies favoring direct feedback over indirect feedback. To

exemplify, error correction codes had no positive effect on writing skills and overall L2 writing proficiency in the study conducted by Semke (1984). Similarly, a study carried out by Robb et al. (1986) compared four groups receiving feedbacks ranging from most noticeable to the least one. A significant difference was not observed between coded and non-coded groups. The results of Ferris and Roberts (2001) are in agreement with the aforementioned studies, showing no difference between the groups in terms of effectiveness; on the other hand, questionnaire results of the same study pointed out student preference for indirect coded correction. Another study by Ferris et al. (2000) revealed results showing no immediate advantage of indirect coded feedback for the students.

The fact that the results of the current study demonstrate the effectiveness of comprehensive indirect coded feedback corroborates with a number of studies. Ferris (1997) carried out a study to investigate the effects of teacher feedback on the revision tasks. It was concluded that there is a superiority of indirect feedback over direct feedback for improving writing from one draft to another. Truscott and Hsu (2008) for example, conducted a study with two groups, experimental group (receiving indirect feedback) and control group (receiving no feedback). The experimental group showed improvement in the revised texts. In Van Beuningen, De Jong and Kuiken (2008), comprehensive direct and indirect feedback were investigated with four groups: direct focused, indirect focused, practice and self-correction. The results revealed the improvement of feedback groups in the revised texts. Another study by Van Beuningen et al. (2012) investigated the effect of direct and indirect unfocused WCF on learners of Dutch in both revised and new texts, with the same groups in their previous study (Van Beuningen et al., 2008). It was revealed that while direct WCF had a greater effect in grammatical errors, indirect WCF was more effective in non-grammatical errors. Sampson (2012) reports results of a small-scale study investigating the effects of coded and non-coded feedback and coded feedback was found superior to non-coded feedback in recognizing errors and producing correct forms in short-term.

While the results of the current study align with a number of studies, it should be kept in mind that these studies are all experimental or quasi-experimental studies, having experimental and control groups. The results of these studies were often interpreted by analyzing the pre-test and post-test results. However, the present study is a case study where the effectiveness of

comprehensive indirect coded feedback was investigated with only one group through repeated measures and no actual pre-test and post-test were applied. The first draft of the first task constituted the pre-test and the second draft of the last task constituted the post-test. Therefore, although the results corroborate with the results of some previous studies, they should be interpreted cautiously.

4.2 RQ2: Does Comprehensive Indirect Coded Feedback Improve Overall Writing Proficiency of Learners Over Time? (From Task 1 To Task 3)

The present study aims at understanding the effect of indirect coded feedback on the improvement of overall writing proficiency of the learners over time, in this case, from task one to task three.

Before running statistical tests, minimum and maximum, mean, median scores and standard deviation of scores of each draft were calculated and tabulated. Table 9 presents the descriptive statistics of scores of first and final drafts of each essay task.

Table 9

Descriptive Statistics Related to Task Scores

Tasks	Draft	N	Min	Max	Mean	Median	S.D
Task 1	First Draft	17	3.5	9	5.18	5.5	1.47
	Final Draft		3.5	9.5	6.77	6.5	1.64
Task 2	First Draft	17	4	9.5	6.5	6.5	1.56
	Final Draft		4	10	7.8	8	1.65
Task 3	First Draft	17	4	9.5	7.09	7	1.71
	Final Draft		4.5	10	8.18	8.5	1.57

Note: The highest score is 10.

After obtaining the test results showing the normal distribution of variables for the first draft of task 1 and for the second draft of task 3 (presented in RQ1), a paired samples t-test was run. The results of paired samples t-test are presented below.

Table 10

Paired Samples T-Test Statistics of First Draft of Task 1 and Last Draft of Task 3

Tasks	Mean Difference	T	df	p
T1D1- T3D2	3.00	7.82	16	0.000

(T: Task D: Draft)

p<0.05

The difference of the mean scores for the first draft of task 1 and the second draft of task 3 is 1.41, and p value is lower than 0.05; therefore, a statistically significant difference was found between the first measurement and the last measurement of tasks.

In order to analyze the effect size of the treatment in the current study, two types of effect size indices are used: Cohen d and η^2 (eta square). The d values are categorized as small, medium and large effect size when they are 0.2, 0.5, 0.8 respectively. The same order applies for η^2 (eta square) values when they are 0.01, 0.06 and 0.14 (Green & Salkind, 2010). Table 12 presents the results of effect size. The effect size results show a large effect of indirect coded feedback over time.

Table 11

Effects Size Results of First Draft of Task 1 and Last Draft of Task 3

Tasks	Cohen d	η^2 (eta square)	Effect Size
T1D1- T3D2	1.00	0.52	Large

(T: Task D: Draft)

The second research question seeks to find out whether comprehensive indirect coded feedback lead to improvement in the overall writing proficiency over time, in this context from the first draft of task one to the second draft of task three. When the scores of the first draft of the first task and the second draft of the last task were compared, it was concluded that the pattern of improvement from task one to task three was straight and upward. The mean scores of first draft of task one were lower than the scores of second draft of task three. The results of t-test show that mean score of the second draft of last task is higher than the mean score of the first drafts of the first task, revealing a statistically significant difference. The effect size of this difference is

large which shows that comprehensive indirect coded feedback had a large effect on the improvement of written productions of the students in the study.

These findings contradict with the studies claiming ineffectiveness of WCF on written production of ESL/EFL students. In contrast to what Truscott (1996, 1999) suggests, the results reveal that there was a significant difference between the first and last task scores of students in the study, which is in line with many other studies demonstrating the effectiveness of WCF in the long term (Bitchener, 2008; Bitchener & Knoch, 2008; Ferris, 1995, 1997, 2004; Ferris & Roberts, 2001; Sheen, 2007).

The current study aimed at investigating the effects of comprehensive indirect coded feedback on the overall writing proficiency of students. There is no consensus over which type of feedback strategy (direct vs. indirect or comprehensive vs. selective): therefore, the results of the present study contradict with some of the studies suggesting the efficacy of direct and/or selective WCF over indirect and/or comprehensive WCF. Some of the studies contradicting the current study investigated the effects of direct feedback such as Bitchener and Knoch (2009a, 2009b, 2009c) and Sheen (2007). All of these studies showed that control groups were outperformed by the experimental groups receiving different direct feedback types. However, in order to make a sound comparison, studies either comparing the direct and indirect feedback or the ones investigating the indirect feedback should be analyzed. To exemplify, in a study by Chandler (2003) direct and indirect feedback groups were compared and it was concluded that the group receiving direct correction outperformed the other groups.

The findings of the current study show the effectiveness of indirect coded feedback on the written production of students over time. These results are in accord with the results of a number of studies which revealed the superiority of indirect feedback over other feedback types. One of the early studies on the effectiveness of indirect coded feedback comparing direct and indirect coded feedback was conducted by Lalande (1982). According to this study, indirect WCF was found to be more effective in promoting writing in the long term. Hartshorn et al. (2010) carried out an experimental study comparing indirect coded feedback and direct feedback through dynamic assessment and traditional assessment, respectively. It was found that the scores of group receiving indirect coded feedback showed a larger effect size than the other group. In the

study of Ferris et al. (2000), two groups, one receiving direct feedback and the other receiving indirect feedback were compared. The results showed that while in the short term direct feedback was more effective, in the long run, it was revealed that indirect feedback led to less errors. Another study by Ferris (2006) also yielded similar results. There were two groups, direct and indirect feedback groups, and indirect feedback group showed more improvement over the course of semester. Liu (2008) compared direct and indirect feedback and it was concluded that both types of feedback helped reduce the errors in immediate drafts, but in the delayed drafts, indirect feedback was more efficient leading to fewer errors.

While some of the related studies carried out in Turkish EFL context accord with the findings of the current study, the results of some others do not align with the current study. Kahyalar (2013) conducted a case study with 3 participants who received comprehensive indirect coded feedback for 8 weeks. Both the semi-structured interview results and the results of statistical analysis demonstrated the positive effect of comprehensive indirect coded feedback on the revision of errors. However, a study by Özçelik (2020) provided results showing no statistically significant difference between direct and indirect group; however, the control group was outperformed by the feedback groups demonstrating the effectiveness of WCF. Similar to Özçelik (2020), Eyllenen (2008) also found no significant difference among two feedback groups, direct and indirect. Furthermore, one study (Ergünay, 2008) contradicts with the results of the current study. The results showed that direct feedback group outperformed the indirect feedback group.

The results of the current study in alignment with other related studies demonstrate that students favored indirect coded feedback and they were able to produce better writings in course of the study. As seen in the descriptive statistics, all the students made gains, increasing their scores over the course of the study. It can be concluded that indirect coded feedback was helpful in improving overall writing proficiency of the students in the study. The scores of both low achievers and high achievers had an upward trend; that is, they all increased their scores from the first task to the last task. The results revealed that low achievers did not have a remarkable increase in their scores. For instance, one low achiever got 3.5 in the first draft of the first task, and it was 4.5 in the second draft of last task. One explanation for this finding could be that it is

difficult for students with lower levels of L2 proficiency to do self-correction as they do not have sufficient linguistic knowledge (Ferris & Hedgcock, 2005). Understanding error codes and correcting the errors accordingly may have been arduous for such students, preventing them to get higher scores in the subsequent drafts.

4.3 RQ3: What are the Perceptions of Learners Related to Effect of Comprehensive Indirect Coded Feedback?

One aim of the current study is to understand the perceptions of students regarding the effects of comprehensive coded feedback provided in the research study. To this end, the qualitative data was gathered from individual semi-structured. After all the interviews were over, the recordings were transcribed verbatim by the researcher and content analysis was utilized to analyze the data from the interviews. Table 13 illustrates the main themes, categories, frequencies and core relevant narrative formed from quotation obtained from semi-structured individual interviews.

Table 12

The Perceptions of Learners of the Indirect Coded Feedback on Essay Tasks

Main Themes	Categories	Core Relevant Narrative Formed from Quotation	Frequency
Cohesion	Grammar	Less grammar errors	15
	Vocabulary	Using different vocabulary items	11
	Sentence Structure	Creating more complex sentences	6
	Mechanics	Paying attention to spelling and punctuation	5
Coherence	Organization	Understanding the parts of an essay	19
	Content	Giving more details	15
	Unity	Creating related sentences	5
Methodology	Awareness	Helping to identify errors in present and prospective writings	24
	Improving writing quality	Better written products	21
	Usefulness	Helpful process	17

	Guiding	A guide for prospective writings	10
	Practicality	Efficient and time-saving	9
Positive Affective Factors	Motivating	Encouraging	5
	Valuing learning and teaching	Teacher feedback's value for improvement	7
Negative Affective Factors	Laborious	Requires too much effort	3
	Impractical	Not easy to follow	2

4.3.1 Cohesion

The first main theme obtained from the gathered data in semi-structured individual interviews is cohesion. Under this main theme, categories such as grammar, sentence structure, vocabulary and mechanics have emerged as a result of the coding process of individual interviews. Cohesion has been one of the most emerging theme in the analysis of interviews. During the interviews held before the study, all the participants expected to receive feedback on the linguistic features of their written products. They stated that the most problematic issue in their written production was related to linguistic features such as grammar, vocabulary or sentence structure and they wanted to commit less errors in those so that they would have more accurate writings and, as a result, higher scores. Some extracts from the first interview are given below:

S4: *“Most of my errors are related to grammar and this hinders what I want to say. I believe receiving feedback on grammar points will better my writings and I will be able to get higher scores.”*

S2: *“I want to use new vocabulary items or phrases, but I end up using wrong ones. I want feedback specifically on where and how to use phrases”*

Similar to the interviews before the study, in the interviews during and after the study, participants frequently reflected that they would make use of the feedback type provided in the study in terms of linguistic accuracy. Interviews held during the course of study aimed to understand how the participants handled the feedback process. Most of the participants stated

they benefitted from the treatment they got up until then and they could revise their final drafts accordingly. Some examples are given below:

S6: "I had grammar errors in the first draft of the essay and there were codes around them. After checking the codes in the error correction codes list, I was able to correct them accordingly."

S2: I had punctuation errors in my first draft and I realized them after the feedback and I corrected them.

S4: I use the same words all the time. I want to use different words, but I don't know how. The feedback on some vocabulary items helped me.

The interviews held at the end of the study aimed at understanding the perceptions of the participants as to the effect of comprehensive indirect coded feedback. It was revealed in the coding phase that one of the most benefited aspect of the current study was cohesion. Each participant reflected that they made less cohesion errors in the final draft of the final task. Some responses are exemplified below:

S3: I was having problems with certain grammar points at the beginning of the study, now I receive less feedback on grammar.

S4: I had problems with tenses in my first writings at the beginning of the study. Now, I pay attention to them while writing and this has helped me to have less tense errors.

S1: I have more fluent sentences right now. I am able to connect sentences easily and I can create complex sentences.

S2: Now I pay attention to using vocabulary items more appropriately.

It can be inferred from the statements above that learners appreciate WCF on grammar in their written productions. They expect feedback on the cohesive aspects of their writings and they believe that feedback will improve their linguistic accuracy. This is in line with several research studies investigating the preferences and perceptions of learners as to WCF (Amrhein & Nassaji, 2010; Ferris, 2004; Leki, 1991; Saito, 1994;). In Saito (1994), students stated that they wanted their teachers focus on grammatical errors. Furthermore, the results of Amrhein and Nassaji

(2010) revealed that the majority of students wanted feedback on the aspects related to cohesion. Students believe that good writing equals to error-free writing; therefore, they want to be provided feedback on different aspects of their writings. Grammar (n:15) and vocabulary (n:11) have been most frequently uttered aspects that students want to receive feedback on because it is what most students are challenged while writing and they want to be informed about their errors and receive feedback on all errors regarding cohesion. When learners have trouble with cohesion in writing, it affects the overall quality of the writing and they want to minimize these errors in their writings. Therefore, when they receive feedback on these aspects, they feel that they have improvements in overall writing quality. This corroborates with what Yates and Kenkel (2002) claim, pointing out that L2 language instruction and L2 writing cannot be separated and surface level corrections should be emphasized by teachers.

While mechanics has the least frequency among other categories, students are aware that they have problems with the mechanics and they appreciate receiving feedback on punctuation and spelling. For example, S3 expected feedback on spelling in the first interview and in the last interview, she stated she had less spelling errors in the final draft of the final task.

4.3.2 Coherence

Coherence was the second main theme gathered from the semi-structured interviews. Categories such as organization, content and unity have emerged under this main theme. When students were asked about what aspects of their writings they wanted to be provided feedback, they stated that they needed guidance on the organization of their written products. In the present study, the students wrote essays and it was their first time writing an essay and they had no information as to the conventions of essay writing. The pre-interview sessions revealed that students wanted to be guided in terms of basics of essay writing and how to organize their essays. 4 out of 6 students stated feedback would be valuable in the organization of the essays. They also confirmed the benefits of coded feedback in the second interviews. Students who did not mention the organizational aspect in the first interviews pointed out that they made use of coded feedbacks in terms of organization in the following interviews. Some extracts from first and second interviews are given below:

S4: I have never written an essay before and I do not know how to write it. I will have problems with introduction and conclusion parts.

S2: I did not know how to order my ideas and after the feedback I was able to order them logically.

S1: I was writing short body paragraphs and did not seem OK. After the feedback on that, I joined some paragraphs and my essay looked better.

At the end of the study, the students reflected that they had improvements in writing specific parts of essay in terms of organization. Different from paragraph writing, essay writing has certain conventions and it becomes a challenge for students as they have to pay attention to both organization and the content. In the last interviews, except for one student, all the students reported that they are better at organizing their essays and they have learnt how to organize each part of an essay. Some responses related to this include:

S4: I had problems with writing introduction paragraphs. In the third writing task, I knew I had to organize my ideas from general to specific in the introduction paragraph, and I paid attention to that while writing.

S4: I didn't know how to start a paragraph. After the feedbacks, I learnt to write proper topic sentences.

S3: Now, I have an idea how to organize each essay type. My first drafts were the same in each essay type, but I rewrite them appropriately according to the essay type.

S5: I feel that I have improved in the parts of essay. I know how to write each part of essay.

Students also reported that they learnt how to enrich the content of their essays. It was another aspect that was mentioned frequently (n:15) by the students. They often have problems with writing longer essays due to lack of idea generation. In the exams or tasks, they are expected to write at least 300 words and this is a laborious target for most of the students as they need to both pay attention to linguistic accuracy, principles of essay writing and suitable and sufficient ideas (Cumming, 1989). One of the aspects they reflected on was the content of their essays, particularly at the end of the study. While they had no comments on the content in the first

interviews, in the subsequent interviews, they stated that they had improvements in terms of content. Some responses are given below:

S1: I needed to rewrite introduction paragraphs because I did not know how to start and end it.

S2: I was trying to give details based on facts, but then with the help of feedback, I understood that I should also give my opinions and examples.

S3: I realized that I had not explained the topic in detail and had given insufficient examples. In the second drafts, I added more details and examples so that I had longer and better essays.

S4: My paragraphs were short. I learnt that I needed to give more examples on the topic of that paragraph.

S6: I added new ideas to the paragraphs in the second drafts. I made my essays longer in this way.

Although not as frequent as others, unity was also mentioned as another improvement. Every student participated in the interviews pointed out some kind of development in terms of unity. Although they did not specify any expectation related to unity, two of them stated that they had written more unified essays in the final task. Some excerpts related to unity is presented below:

S2: In the final draft of the final task, I knew where and how to put ideas in a body paragraph. It was more unified.

S3: I had to extract some parts after receiving feedback because they were not related to the topic of paragraph. In the final draft, I was more careful about irrelevant ideas.

Coherence is the second main theme emerged from the data and the its total frequency of mention is slightly higher than that of cohesion. This aligns with Oladejo (1993) who reported that most learners wanted their teachers to provide feedback on organizational errors. Similarly, Elwood and Bode's (2014) research results reveal that students opt for feedback on both content and mechanical errors. Moreover, in the study by Chen et al. (2016), participants preferred feedback for content, organization and linguistic features of their writings.

There are some studies contradicting with the findings of the current study. To exemplify, In Cohen (1987), students thought that teachers should focus more on local problems like grammar

and language use. Likewise, the learners in Leki (1991) believed that grammar correction is more important than comments on organization and content. In a similar vein, the findings of Ferris (1995) demonstrated that students value the feedback on language form most. The study of Hedgcock and Lefkowitz (1994) showed the importance of contextual and situational variables while investigating the preferences of learners. In their study, while ESL learners appreciated feedback on content and organization, EFL learners preferred feedback on grammar and mechanics. The reason behind this is that apparently EFL learners value accuracy more in their writings.

The reason why students in the current study valued organization and content as much as grammar and other linguistic features could be the fact that it was their first time writing an essay and they were concerned about whether they would be able to write essays properly, particularly in terms of organization. During the instruction sessions, they were confused due to the difference between paragraph structure and essay structure. Introduction paragraph, in particular, was the most challenging part of an essay and they had difficulty in writing an introduction paragraph. That's why they valued the feedback on introduction paragraph and other parts of essay, as well.

The students of the present study were expected to write around 400 words, which meant that they needed to come up with more ideas to have longer and complete essays. Accordingly, they were concerned about the appropriateness and connection of the ideas presented in the essay. Although brainstorming sessions held before writing the first drafts were helpful, they still had to come up with more examples than they had found and it was a laborious task for them. Therefore, they expected feedback on content and they reported that the feedback they received was effective in the revision of first drafts.

4.3.3 Methodology

The present study aimed at investigating the effects of comprehensive indirect coded feedback on the written products of tertiary level learners with a process-based approach. During the semi-structured interviews, a number of questions were asked to students in order to understand their perceptions with regard to this specific type of feedback and process writing approach. Under

the main theme, several categories emerged such as awareness, improving writing quality, usefulness, practicality and guiding.

Before discussing the categories, it is necessary to say that all students appreciate seeing their errors marked in their writings and getting clues as to the nature of it. Some of them reflected that they wanted to be directed about the error they made so that they could correct it. They state that when the errors are just underlined, they get confused and they do not know how to correct it as they do not understand the reason why that part of sentence is underlined. Some student responses are exemplified below:

S1: I want to see my errors in my writings clearly so that I can fix it for the next time. When there is no clue about the error and it is just underlined, I do not know what to do with that part.

S3: Sometimes teachers underline all the sentence and this leaves me with many questions because I do not know if my error is related with grammar, vocabulary or sentence structure. This type of feedback does not help me at all.

S4: When the teachers correct the errors in my writing, I do not often look at those parts. I just check my score and then put the paper aside.

One of the most frequently mentioned effect of comprehensive indirect coded feedback is awareness. All students participating in the interviews believed that the feedback type they received led to some kind of awareness both in short-term and over time. They stated that coded feedback help them to be aware of their errors and gives clues about how to correct them. Understanding the nature of error has led them to recognize the error when they see it and avoid the same errors in prospective writings.

S1: Whenever I checked my first drafts with the feedback, I had an a-ha moment and understood the problem instantly. The next step was to correct it.

S2: I can easily detect my errors with the help of codes and correct them accordingly.

S3: Receiving only underlined feedback does not help me as I can't know what the problem is. With codes, I am aware of my errors and I can look for ways to correct them.

S4: Because I wrote several drafts, I knew the problems I usually had and it prevented me from committing the similar errors in the prospective writings.

All the students participated in the interviews agreed that they had better written products at the end of the present study. In the pre-study interviews, expectations regarding improved writing were frequently uttered by all participants. All students stated their expectation regarding improvement in writing after receiving feedback. They expected improved writings at the end of the research study. Their expectations corroborated with what they stated in the second and third interviews. Some extracts from the interviews are given below:

S2: We are going to write three essays with at least three drafts and you will give us feedback. We will definitely have better writings at the end of the semester.

S3: My second draft scores are always higher than the first drafts and throughout the study, my essay scores increased steadily. I think I have improved my writing with the feedback.

S4: My score was higher in the second draft of the first essay. I was happy to see it because it showed that I had improved my writing.

S5: The number of my errors decreased each time I wrote a draft and I was more confident and knowledgeable about my writings.

Another common category emerged from the interviews was the usefulness of the feedback procedure. During the interviews, all the students reflected on the usefulness of the methodology employed in the study. It was their first time receiving this type of feedback and having process-based writing lessons. They all agreed that it was a helpful process in many aspects and they highly regarded the all steps of writing sessions as an effective way to improve their writings. In the interviews before the study, when they were interrogated about the usefulness of the process, 5 out of 6 students commented that they would make use of the methodology followed in the study. Some examples of student comments from the first interview are given below:

S1: I believe receiving feedback a couple of time will help me and my classmates.

S3: I will write at least six different drafts and will receive feedback. I think it will help me a lot now and in the future.

S4: This study will be useful for even future jobs where it is necessary to use the language.

In the second and last interviews, when they were asked about their experiences up until then, they confirmed that they made use of the process in different aspects such as:

S1: I think it was a beneficial process.

S2: I think I benefitted a lot from this study. I was not good at writing and when I check my first and last essays, I can see it was a helpful process for me.

S4: The brainstorming sessions helped me to generate ideas quickly.

S5: The feedbacks were helpful in having less errors in my subsequent writings.

A category related to methodology is practicality. 4 out of 6 students found the methodology of the study efficient and time-saving. When they compared their previous experiences with different types of feedback, they found this type of feedback as time-saving as well as effective. They reflected that they lose a lot of time while understanding the type of error when it is underlined and it becomes frustrating at the end. With the type of feedback used in the current study, they agreed that it was much more efficient in terms of time and energy. Some examples of student responses are illustrated below:

S1: After I got the gist of error correction codes list, it was quite easy to make necessary corrections in my essay. I am happy that we did that practice over and over again.

S3: I enjoyed the cycle that we went through while writing drafts. It was continuous and this led me to be more practical while correcting my errors and revising the drafts.

S4: In the error correction codes list, there are examples showing how to correct that error category. I am familiar with these codes and I know how to correct my errors without spending too much time on it.

Finally, half of the students (n:3) believe that the methodology of the study will guide them in their future writing practices. Students expressed in the second and last interviews that they will use what they have learnt from this process in their future writings. At the end of the semester, they were going to take proficiency exam in order to pass the preparatory school. They believed that they would write better essays in the proficiency exam. Moreover, they also thought that

they would be able to utilize what they learnt during this process in their departmental courses. Some excerpts regarding this are given below:

S3: I am totally sure that I will use what I learnt from here in my departmental courses.

S4: I believe I will write better in the proficiency exam and even in my departmental courses because I learnt a lot from the feedbacks.

S5: Now I know what and how to write in the proficiency exam because I wrote several drafts and learnt where I had problems.

The findings of the semi-structured interviews as to methodology used in the current study demonstrate that students appreciated receiving feedback and find it very useful in terms of different aspects. This result is in line with many research studies in which students value teacher feedback and expect it in each writing (Cohen, 1987; Cohen & Cavalcanti, 1990; Diab, 2005; Ferris, 1995; Hamouda, 2011; Leki, 1991; Montgomery & Baker, 2007). When the type of feedback adopted in the study is taken into consideration, the results contradict with studies which yields results where students prefer direct feedback on their writings (Amrhein & Nassaji, 2010; Chen et al., 2016; Chung, 2015; Elwood & Bode, 2014). In these studies, students prefer direct feedback, meaning that they want their teachers to correct errors for themselves. However, participants of the current study reflected that they do not prefer direct feedback since they do not believe that they learn from that type of feedback. They point out that they appreciate indirect coded feedback by claiming that they become aware of their errors, they create improved writings, it is a useful and practical process which guides them for future writings. The results are in alignment with Ferris and Roberts (2001), Leki (1991), Lee (2005) and Trabelsi (2019). For instance, in the study by Ferris and Roberts (2001), students favored indirect WCF provided with error codes, believing in that it yields long-term growth in accuracy. All students participating in the interviews expressed that they had better written products and higher score accordingly. They were also happy with receiving feedback in all aspects of their writings. In accordance with the findings of the present study, Leki (1991) presented the results of the questionnaire on the preferences of college students, in which majority of the students opt for indirect correction with clues, that is correction codes. Similarly, the students in Lee (2005) preferred indirect coded feedback even though they had difficulty in understanding some of the

codes. Finally, a recent study by Trabelsi (2019) mirrors the previous studies in that students preferred comprehensive indirect coded feedback on their written productions as they believed it would improve their writings more.

It could be inferred that the participants of the current study appreciated the type and scope of feedback employed in the study. As Ferris and Roberts (2001) put it, indirect feedback enables learners to be reflective on their mistakes and use their self-editing skills, directing learners to self-discovery along with a kind of problem-solving. The results of the current study reveals that students agreed with the improvement this type of feedback contributed to their overall writing in the short term and over time. Noticing errors was another effect of comprehensive indirect coded feedback where the attention of students is drawn to the gap in their knowledge, leading to a mental process leading to L2 development (Schmidt, 1990).

4.3.4 Positive Affective Factors

One main theme emerged from the interviews was positive affective factor (n:12). That is, while students improved in terms of accuracy and writing skills, they also had positive attitudes towards the course of the study. There were two categories under this main theme: motivating and valuing learning and teaching process.

4 out of 6 students stated motivating aspect of process based writing and comprehensive coded feedback. Some excerpts are given below:

S1: My score was higher in the second draft and I was really excited to write another one.

S2: When I receive feedback and especially some positive comments, I become more enthusiastic to write other tasks.

S3: Receiving feedback and then correcting them results in better writings and I feel better when I get higher scores.

S5: The more frequently I write, the more motivated I become to write. Understanding my errors and correcting them accordingly gives me a feeling of satisfaction.

Another category related to positive affective factors was the value that it adds to the learning and teaching. Some of the questions in the interviews were about reactions of students when no feedback is provided on their writings. 5 out of 6 students mentioned that they would feel disappointed. They believe that when there is no feedback, it shows that the teacher does not value what students write. Some student responses are exemplified below:

S2: When I see no feedback on my paper, I feel that the teacher has not read my writings and the teacher value neither me nor teaching profession.

S4: I feel sad if there is no feedback on my paper. I understand that the teacher has not checked my paper, and I will be disappointed.

S5: It makes me feel ignored because I know I have problems and I want to see them. When the feedback is not given, it means the teacher has overlooked my writing.

The findings related to this category reveals that students highly valued the error correction process and they were willing to be engaged in correcting their errors. They thought that receiving feedback shows the value teachers give to their written work and by the same token, they feel valuable, too. They also reported having better written products and getting higher scores in the final drafts. It can be concluded that such positive attitude to the comprehensive coded feedback process may have led to better written products and accordingly higher scores. The findings related to positive affective factors seem to be in line with Rummel and Bitchener (2015) who concluded that positive perceptions about feedback usually result in a positive engagement with WCF, which, in turn, increase the writing accuracy. Similarly, the findings of the present study are consistent with that of Han (2017), in which the positive perceptions as to feedback enabled better revisions in the subsequent drafts.

4.3.5 Negative Affective Factors

Negative affective factors are the last main theme. In contrast to positive attitudes to the process in the study, two students pointed out two negative sides. They stated that correcting errors with coded feedback was a tiresome and impractical task. Some excerpts are given below:

S2: Recognizing codes and correcting the errors accordingly is tiring because I need to check it several times as to what kind of error it is.

S6: Sometimes, it was difficult to understand the error codes and do the correction according to the codes.

The pilot study in the current research study aimed at accustoming the participants with the error codes in order to make the process easier for them. However, there were some students who still had problems with the error correction codes list. One reason could be that the whole process in the study was a new experience and they had difficulties adopting to the course of the study. Moreover, they were used to getting direct feedback from previous instructors and when compared with indirect feedback, direct feedback does not demand too much work on behalf of the students. That is why the students may have found the feedback process in the study challenging and tiring. These findings support the findings of studies investigating student perceptions and preferences such as Amrhein and Nassaji (2010), Chen et al. (2016), Chung (2015), Diab (2005). The students in these studies prefer direct feedback since they think it is much easier to understand and correct errors with direct feedback. They believe that their writings improve better with direct feedback.

4.4 RQ4: What are the Perceptions of Learners Related to Process-Based Writing Approach Adopted in the Study?

The writing tasks in the current study was conducted via process-based writing, where the students followed each step of process writing such as brainstorming, outlining, revising and creating final draft. Although students were familiar with some phases of process writing, they had not followed each step strictly in the previous writing lessons. During the study, each writing task started with brainstorming sessions and then was followed by other steps of process based writing. Therefore, one aim of the current study is to understand the perceptions of students towards the techniques and materials used in writing lessons during the course of the study. To this end, at the end of the study a focus group interview was held with 8 students and questions investigating their perceptions about process writing were asked. After the focus group interview was completed, the recordings were transcribed verbatim by the researcher and

content analysis was utilized to analyze the data from the interview. The researcher revisited the data many times in different time periods in order to obtain general understanding and not to overlook any data that could be useful for the study. After the coding process was over, one main theme emerged which was positive opinions towards process writing approach. Under this main theme, codes were placed into three categories: improved organizational skills, improved writing skills and efficiency.

One category emerged from the coding process was improved organizational skills. The students frequently mentioned that they had better essay organization with the help of process writing. Moreover, they pointed out the benefits of receiving feedback and revising their first draft was useful in enhancing the organization of their essays. They mostly referred to how outlining helped them to have better organization. Some sample responses are given below:

S1: I think outlines help me a lot to organize my essays. When I do not prepare an outline, I do not know where and how to start.

S2: In the previous writing lessons, I didn't use outline and I couldn't move on at some point because I hadn't organized my ideas beforehand. Now, I spare 10 minutes for the outline and I can both think about the topic and organize my essays.

S3: It is difficult to organize the paragraphs of the essay, and outline helps me to write each part in a more organized way.

The participants of focus group interview pointed out an improvement in their overall writing with the help of different stages of process writing approach. They stated that while pre-writing stages helped them to find and organize their ideas, drafting and revising stages were useful in creating a well-developed essay at the end of the process. They also mentioned the benefits of receiving coded feedback and revising their writings by using correction codes. Some sample responses are given below:

S1: The methods we used in the class, especially writing drafts and revising for 3 times, helped me a lot and improved my writing.

S2: I made use of the methods you applied in the classroom and I had better writings.

S3: *Seeing sample essays, creating outlines and then writing essays affected me positively. I can write more easily right now.*

S4: *Brainstorming and feedbacks helped me to write better.*

S5: *My writing scores got quite high after writing with this technique.*

S6: *Feedbacks were useful because I could see my problems with the help of correction codes and I made corrections. I had better writings at the end.*

Finally, some participants referred to the efficient nature of process writing. They expressed that pre-writing stages of process writing helped them to save time. They stated they used to lose a significant amount of time before starting writing. The pre-writing stages of process writing enabled them to use their time efficiently. Sample responses are illustrated below:

S1: *I can save time when I create an outline before writing.*

S2: *When I brainstorm and make an outline, I feel I completed the frame of the essay. Then I need to fill the blanks and it doesn't take too much time.*

S3: *If I start writing randomly, I lose more time and can't organize my ideas. It is easier and quicker to make a plan and then start writing.*

S4: *Before learning these stages, I used to lose a lot of time in the exams because I spent a lot of time thinking. This method is much better in terms of time management.*

It could be inferred from the excerpts of focus group interview that students had positive opinions regarding process writing approach in the study and they made use of it in terms of organization, writing accuracy and time-management. Students usually have difficulty in time management during writing tasks or exams. They mostly state that the time allocated for writing is not enough in the tasks or exams. They point out difficulties they have while finding ideas and organizing them. The steps of process writing seem to assist them in their writing productions as they expressed that they could manage their time and organize their ideas easily and they got higher scores, accordingly. The findings are in agreement with previous studies on process writing approach. The results of the study by Goldstein and Carr (1996) conducted with around 30.000 students from different grades suggested that students enjoyed pre-writing

activities, leading to higher average proficiency scores. Similarly, Rao (2007) provides evidence on the advantages of brainstorming phase of process writing approach over traditional product approaches. In a similar vein, in a study by Ho (2006) which was carried out to investigate the effectiveness of process approach on writing ability provided evidence on the improvement in the writing abilities and confidence of students in the lower and upper primary level. A study by Bayat (2014) on process writing in Turkish resonates the findings revealing that while there are improvements in student writings, there is decrease in writing anxiety. The results of the current study can also be interpreted as leading to decrease in writing anxiety as students expressed their positive opinions about process writing approach. Likewise, in Scanella (1982), the effectiveness of process writing was investigated with 64 experimental group and 57 control group students. The results suggested that students in the experimental group showed greater gains than the control groups and the results of a scale applied in the study provided evidence of positive attitudes of students towards process writing. Finally, the findings of Lee (2006) demonstrates that students took advantage of process writing in the study and they showed improvement in different aspects of writing. The qualitative findings of the same study also revealed that students had positive attitudes towards process writing.

CHAPTER 5

CONCLUSION

This chapter presents the conclusions drawn from the results and discussions of the current study. Furthermore, pedagogical implications regarding the findings and discussions are presented. The chapter ends with suggestions for further research.

5.1 Conclusions

The current study set out to determine whether the overall writing proficiency of tertiary level learners could be improved through comprehensive indirect coded feedback in a process based writing approach. To this end, four research questions were formulated, determining the design, data collection and data analysis process of the present study. Each research question was replied and discussed according to the findings and the results. The conclusions made for each conclusion will be presented in detail in the following paragraphs.

The first research question aimed to investigate the effectiveness of comprehensive indirect coded feedback in the short term, in other terms in the revisions of first drafts. The students wrote three essays for each of which they were expected to write a second draft after receiving feedback. In order to determine the improvement from one draft to another, each draft of each task were compared with each other by employing statistical tests using SPSS 23. The results showed that there is a statistically significant improvement in the written productions of students from draft one to draft two. First of all, all the mean scores in first drafts were lower than those

of second drafts. Moreover, the statistical analysis showed that for each draft p value was lower than 0.05 showing a statistically significant difference between two drafts. The findings also revealed a positive correlation between all pairs, making the improvement statistically significant. The effect size measurements also indicate that the use of comprehensive indirect coded feedback helped students to make gains.

The second research question sought to assess the effectiveness of comprehensive indirect coded feedback on the overall writing proficiency of tertiary level learners over time. In order to answer the second research question, the essays of the students were utilized, and the first draft of the first task and the last draft of the last task were compared. The findings indicated that the mean scores got higher in the second draft of the final task. After the analysis of the data through SPSS 23, it was revealed that there is a statistically significant difference between two drafts: $t=4.14$; $p<0.05$. In addition, the correlation analysis shows a high positive correlation between the pairs. The comparison of first draft of the first task and the last draft of the last task suggests that there is an improvement in the overall writing proficiency of the students as a result of receiving comprehensive indirect coded feedback. The students received comprehensive feedback, meaning that they received feedback on all aspects of their written production. The results showed that the students achieved improvement in all aspects and they could make use of the feedback effectively.

The third research question was formulated to understand the perceptions of students with regard to comprehensive indirect coded feedback employed during the study. In order to evaluate the perceptions of the students, a series of semi-structured interviews were held. The interview results have shown that learners held positive attitudes towards receiving such kind of feedback. They expressed that the implementations in the study contributed to their writing process, motivating them in language learning process, as well. They explained that error correction list helped them to recognize the errors easier, improving the error correction practice in subsequent drafts. Moreover, they elucidated that they had improved written productions in terms of cohesion and coherence. Because the students received comprehensive feedback, they were able to better their essays in all aspects. The analysis of interviews shows a corroboration with the results of the statistical analysis of the essay scores. The students reported an improvement in

their overall writing, resulting in commitment of less errors. The statistical analysis results support this as statistically significant improvements have been yielded in the revision tasks and in subsequent writings. The students were also pleased with the methodology of the study. They stated that the feedback type they received was helpful in terms of awareness, improved writing quality, usefulness, practicality and guidance. They reported that the process in the study helped them to be aware of their writing process, helping them to be able to identify their errors during the process and for prospective writings. Using error correction codes seems to improve the noticing quality of students. They were able to detect the errors based on the correction list and use their metalinguistic knowledge to make necessary corrections.

The fourth research question aimed at understanding the perceptions of student in regard with the process based approach employed in the study. The analysis of focus group interviews indicated that students were positive about the steps of process writing. The most common benefit mentioned was related with the organization of essays. They stated that they were able to organize their essays with the help of outline step, in particular. This also helped them to manage their time effectively during essay writing process. The analysis of essay scores is also parallel with these views. The fact that students could organize their writings better by managing their time effectively resulted in higher scores in the tasks.

5.2 Implications

Both the qualitative and quantitative data analysis of the current study has shown that comprehensive indirect coded feedback was effective in improving overall writing proficiency of the learners in short-term and over time. The first implication that could be drawn from the current study is related with the use of indirect coded feedback. The use of error correction codes list seems to help students for better written products. The results of the current study along with many other studies show the impact of coded feedback on student success. Moreover, students expect feedback from their teachers and they see it as a part of their learning process. When feedback is provided explicitly, there is not much to do on behalf of learners; in other words, the students are passive in receiving such feedback. On the other hand, the provision of implicit feedback captures the attention of students and makes them be involved in their learning process.

Coded feedback is an engaging method as students need to pay attention to the codes first, then can they correct the errors. Correcting errors through error codes result in cognitive engagement of students besides providing both summative feedback and feedback for future writings (Sampson, 2012). Students are cognitively active when they use error correction codes to revise their writings and this results in better written products. It is also more practical for students to see codes instead of long and overwhelming comments of teachers. They can easily refer to the error correction codes list and understand what part of their writing is problematic and how they can correct it. One important issue here is that students need to see examples of error codes and their corrected versions in the error correction list. In addition, there should be sessions where the teacher and students analyze the error codes and related examples, and ask and answer questions related to the list. This way, students can figure out what they are expected to do while writing revision drafts. When students are trained sufficiently and given enough time to use error correction codes, they will be able to refine their writings by employing error correction codes. Unless such sessions were provided, students, if their proficiency level is low and the metalinguistic knowledge is not enough, would be confused about what to do with the correction codes. For such students, longer sessions of trainings may be needed and coded feedback may be accompanied by some critical comments to help these students in the correction process. This may be an advantageous way for students, and they may feel less frustrated and more motivated. Along with teacher feedback, peer feedback may be utilized in order to create a collaborative learning environment. Students may be given chances to give feedback through error correction codes to each other and be involved in both feedback receiving and providing process. Although this kind of practice seems time-consuming, the involvement of students in such a process will provide a greater learning experience to them as they will be able to experience both sides of the practice. In order not to spend too much time and effort on the peer feedback process, shorter student writings can be utilized. After the peer feedback, a whole class session could be held in order to elucidate the process together.

One other implication to be drawn is the scope of feedback. While there are studies comparing comprehensive and selective feedback and yielding results in favor of selective feedback, real classroom practice is far from this. Unless there is an exceptional situation, teachers tend to give feedback to all aspects of student writings. They focus on all parts of writing and expect students

to rectify any kind of error specified by the teacher. Teachers should continue giving comprehensive feedback because students expect to see all their errors on their papers. They try to correct what is marked on the paper, and they do not usually check the unmarked parts. Whether it is direct or indirect, they want to see some kind of feedback on their papers and want to know each problem they have. As stated in the discussion part, students know that they have problems in their writings and when they do not receive feedback, they feel that the teacher does not value what is written. Teachers of EFL classroom should give comprehensive feedback as much as possible and in order to save time and energy, the most efficient way seems to giving WCF through error correction codes. Using error correction codes would be helpful in terms of time because the nature of comprehensive feedback necessitates to give feedback to each aspect of a written text and when teachers write sentences to explain each erroneous part, they sometimes write longer than what students write. This takes a lot of time and energy and becomes overwhelming for the teachers and on behalf of students, it becomes frustrating to see that many markings on their papers. On the other hand, since the error correction codes are clear and straightforward, the teachers need to write just the codes to the problematic part and they do not need to write long and detailed sentences. This kind of feedback is useful for students as they need to focus on the codes and do whatever they need to do.

Institutions should develop policies and guidelines on using error correction codes in classes. Use of correction codes should be a regular practice applied in all classes and instructors should be trained on how to use this kind of feedback. Feedback provision is a long and complicated process and teachers may feel overwhelmed from time to time. Providing a series of training regarding the implementation of feedback will be a great use for teachers as they will stay informed about what they are supposed to do during giving coded feedback.

One other implication to be drawn from this study is the use of process based writing in EFL classes. The findings of the current study revealed that students held positive attitudes towards process based writing. Writing in a foreign language is a challenging task and EFL learners have to deal with the linguistic obstacles along with the conventions of writing in English. They need assistance in different aspects so that they could create a proper written product. The application of process writing in EFL classes is one way to help writers to explore their topics. In this way,

they can discover new ideas, new forms of language and new styles to express their ideas. One problem students in the context of the current study experience is the idea generation phase of writing. They need help to generate ideas and the prewriting stages of process writing assist them to brainstorm ideas and then organize them properly. When the students are given a topic and expected to start writing right away, they either lose a lot of time finding ideas or cannot produce an accurate piece of writing. This is a frustrating experience for learners, affecting the overall writing proficiency. Therefore, students should be guided before starting the writing process and process writing enables this to students. They feel safe and more confident when they know that they will follow certain steps before starting actual writing and this makes them feel less anxious about writing. In addition to idea generation, students receive WCF from their teachers or peers in process writing approach. They are required to write several drafts and this practice betters their writings. The effectiveness of WCF has already been discussed in several parts of the current study, and it is an essential part of process writing. When students are given chances to revise their writings with the help of WCF, they create better pieces of writing, assisting them in language learning process, too. The students see the gap between their actual knowledge and expected knowledge, leading to some kind of learning. Therefore, a process based approach to writing should be the priority of the schools and the teachers. The curricula should be designed to allocate sufficient time for teachers and students so that they could make the best of process writing in the class.

5.3 Suggestions for Further Research

Based on the aforementioned limitations of the study, some suggestions for further studies could be offered in this part. Firstly, the current study adopted a case study where the effectiveness of comprehensive indirect coded feedback was investigated within a group and during a limited time. While case studies are valuable as they yield in-depth results as to the nature of the matter in hand, they do not provide the opportunity to have control groups. Conducting a study with a control group may enable to compare the effects of coded feedback on experimental and control group. In the current study, the researcher was the teacher of the classroom where the study conducted and the steps followed in the study was different from other classes. A study which

include a control group in which the teacher of the control group does not apply a specific treatment and continues with the usual practice of providing feedback. In this way, there would be a chance of comparing the group who receives coded feedback and the group who does not receive it. Moreover, a comparative study may give more sound results when indirect coded feedback is compared with other types of feedback so that most beneficial approach for student writings can be identified.

One limitation mentioned previously was the duration of the current study. The allocated time for the study was 8 weeks, 6 weeks for essay writing and 1 week before and after the essay writing. A more longitudinal study can be carried out in order to see the long term effects of indirect coded feedback on student writing. In the current study, students wrote three essays and drafts for each essay. The number of essays could be increased by conducting the study for a longer time, around 10 weeks, allowing students to produce a higher number of essays. This may provide to analyze more essays and help gain a better understanding of improvement in the written productions of students.

Another suggestion could be including delayed feedback to the research design. After the study is completed, students may be asked to write an essay after a certain amount of time passes and a last feedback session can be held. This may give fruitful results as to the long-term effects of indirect coded feedback.

Individual differences have become an important issue in language teaching. A research study investigating the effects of individual differences on students' responses to the coded feedback would yield valuable results. The relationship between individual differences such as motivation, learner beliefs, learning styles and indirect coded feedback could be examined and provide further findings to the literature.

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APPENDICES



Appendix 1. Error Correction Codes List

Writing Correction Codes		
Code	Use	Example
SVA	Subject Verb agreement	<i>As our plane <u>fly</u> over the mountains, we <u>sees</u> snow.</i> Correct Form= As our plane <u>flies</u>, we <u>see</u> snow.
WW	Wrong word	<i>As our plane flew <u>on</u> the mountains, we saw snow.</i> As our plane flew over the mountains, we saw snow.
WT	Wrong tense	<i>As our plane flew over the mountains, we <u>see</u> snow.</i> As our plane flew over the mountains, we saw snow.
WF	Wrong Form	<i>As our plane flew over the mountains, we saw <u>snowy</u>.</i> As our plane flew over the mountains, we saw snow.
WO	Word order	<i>As our plane over the mountain <u>flew</u>, we saw snow.</i> As our plane flew over the mountain, we saw snow.
SP	Spelling	<i>As our plane <u>flue</u> over the mountains, we saw snow.</i>
PU	Punctuation	<i>As our plane flew over the mountains; we saw snow.</i>
EW	Extra word	<i>As our plane flew over <u>to</u> the mountains, we saw snow.</i>
MW	Missing word	<i>As our plane flew over the mountains <u>saw</u> snow.</i> As our plane flew over the mountain, we saw snow.
RE	Register	<i>As our plane flew over the mountains, we <u>observed</u> snow.</i> As our plane flew over the mountain, we saw snow.
SF	Sentence Fragment	<i>As our plane flew over the mountains.</i> As our plane flew over the mountain, we saw snow.
RW	Try rewriting	<i>Our vehicle flies, we snow find, over the mountains you sawit.</i>
PO	Possessive 's	<i>Our <u>plane</u> pilot was very careful.</i> Our plane's pilot was very careful.
S/P	Singular/Plural	<i>As my <u>planes</u> flew over the mountains, I saw snow.</i> As my plane flew over the mountains, I saw snow.
A/P	Active/Passive	<i>As our plane <u>was flown</u> over the mountains, I saw snow.</i> As our plane flew over the mountains, I saw snow
CA	Capitalization	<i><u>as</u> our plane flew over the mountains, I saw snow.</i> As our plane flew over the mountains, I saw snow.
PR	Preposition	<i>As our plane flew (PR) the mountains, I saw snow.</i> As our plane flew over the mountains, I saw snow.
IR	Irrelevant Ideas	You need to delete ideas that are irrelevant.
AD	Add Details	You need to add details to your paragraphs.

Adapted from British Council Writing Correction Codes. Retrieved from
<https://www.teachingenglish.org.uk/sites/teacheng/files/Writing%20correction%20code.pdf>

Appendix 2. Adapted version of TOEFL Writing Rubric

SCORE	TASK DESCRIPTION
10-9	An essay at this level largely accomplishes all of the following: - Effectively addresses the topic and task - Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details - Displays unity, progression and coherence - Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors
8-7	An essay at this level largely accomplishes all of the following: - Addresses the topic and task well, though some points may not be fully elaborated - Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details - Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections - Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
6-5	An essay at this level is marked by one or more of the following: - Addresses the topic and task using somewhat developed explanations, exemplifications and/or details - Displays unity, progression and coherence, though connection of ideas may be occasionally obscured - May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning - May display accurate but limited range of syntactic structures and vocabulary
4-3	An essay at this level may reveal one or more of the following weaknesses: - Limited development in response to the topic and task - Inadequate organization or connection of ideas - Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task - A noticeably inappropriate choice of words or word forms - An accumulation of errors in sentence structure and/or usage
2-1	An essay at this level largely accomplishes all of the following: - Serious disorganization or underdevelopment - Little or no detail, or irrelevant specifics, or questionable responsiveness to the task - Serious and frequent errors in sentence structure or usage
0	An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

Adapted from TOEFL IBT Independent Writing Rubric. Retrieved from <https://www.ets.org/pdfs/toefl/toefl-ibt-writing-rubrics.pdf>

Appendix 3. Lesson Plans

LESSON PLAN 1: Task 1-Writing a Cause-Effect Essay

Lesson 1 & 2	
Level	Intermediate
Topic	Cause-Effect Essay
Objectives	*producing an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail * analyzing why things happen (the causes) or explaining what happened as a result of something (the effects),
Duration	100 minutes
Material	Ready to Write 3
Step 1 Warm Up	Understanding Causes and Effects
Step 2 Introduction	Analyzing Cause and Effects The Language of Causes and Effects: Transition Signals
Step 3 Presentation	Useful Patterns for Thesis Statements for cause-effect essays Analyzing cause-effect essays

Lesson 3&4	
Level	Intermediate
Topic	Cause-Effect Essay
Objectives	*producing an essay which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail *analyzing why things happen (the causes) or explaining what happened as a result of something (the effects)
Duration	100 minutes
Material	Ready to Write 3
Step 1	Brainstorming on the topic “The causes/effects of doing sports” Creating an outline
Step 2	Writing an essay on “The causes/effects of doing sports”

LESSON PLAN 2: Task 2- Writing a Comparison-Contrast Essay

Lesson 1&2	
Level	Intermediate
Topic	Comparison-Contrast Essay
Objectives	*producing an essay which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail * showing the similarities or differences between two things
Duration	100 minutes
Material	Ready to Write 3
Step 1 Warm Up	Understanding similarities and differences
Step 2 Introduction	The Language of Similarities and Differences: Transition Signals
Step 3 Presentation	Useful Patterns for Thesis Statements for comparison-contrast essays Analyzing comparison-contrast essays

Lesson 3&4	
Level	Intermediate
Topic	Comparison-Contrast Essay
Objectives	*producing an essay which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail * showing the similarities or differences between two things
Duration	100 minutes
Material	Ready to Write 3
Step 1	Brainstorming on the topic “Online vs. Face to Face education” Creating an outline
Step 2	Writing an essay on “Online vs. Face to Face education”

LESSON PLAN 3: Task 2- Writing an Opinion Essay

Lesson 1&2	
Topic	Opinion Essay
Objectives	*producing an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail * expressing ideas on controversial topics giving reasons in support of or against a particular point of view and explaining the advantages, and disadvantages of various options.
Duration	100 minutes
Material	Ready to Write 3
Step 1 Warm Up	How to express opinions
Step 2 Introduction	Transition Signals
Step 3 Presentation	Useful Patterns for Thesis Statements for opinion essays Analyzing opinion essays

Lesson 3&4	
Topic	Opinion Essay
Objectives	*producing an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail * expressing ideas on controversial topics giving reasons in support of or against a particular point of view and explaining the advantages, and disadvantages of various options.
Duration	100 minutes
Material	Ready to Write 3
Step 1	Brainstorming on the topic “online shopping is better than going to shopping mall” Creating an outline
Step 2	Writing an essay on “online shopping is better than going to shopping mall”

Appendix 4. First and Revised Drafts of a Sample Student Essay

Today, do sport is increase more than before. Because in the past, people just found time to live and they didn't have time to do sport. But now, everything is change. Life is easier than before. People are often doing sport. They spend their free time doing sport. In fact, people now take time to do sport. So why do people do sport? There are three main causes doing sport: better mental health, better physical health and better social relation.

First main cause of doing sport is better mental health. People feel better when they do sport. Since people feel good when they take care of themselves, People doing sport to build their self-confidence. For example, someone who does not sport can shy about their body or themselves but someone who does sport can sociable and friendly. People who do sport have better health brain. Because people can fight bad thoughts by doing sport.

Second main cause of doing sport is better physical health. Doing sport improves people's body. Their body gets better and stronger. Their body's fat is reduced and muscle increase. If a person high weight, this person can lose weight. If a person low weight, can gain weight. So do sport very important for our body.

Last main cause of doing sport is better social relation. People have fit and good body when they do sport. And other people like their body. It makes people feel good. Being like makes people feel good every way. People who do sport socialize. Many people do sport these days. As a result of this, there are a lot of sport centers. So people can go this sport center and can meet new people and can be a friend.

People improve in many ways when they play sport. Their mental health effects positive and they impact positive their environment. Their physical health gets stronger and their social relations is get good. In consequently, the reasons for doing sports are to improve our mental, physical health and our social relation.

Today, **doing** sports **increased** more than before. Because in the past, people just found time to live and they didn't have time to do sports. But now, everything **changed**. Life is easier than before. People **often do** sports. They spend their free time doing sports. In fact, people now take time to do sports. So why do people do sport? There are three main causes **of** doing sport: better mental health, better physical health and better social relations.

First main cause of doing sports is better mental health. People feel better when they do sports. People feel good when they take care of themselves. People **do** sports to build their self-confidence. For example, someone who does not **do** sport can **be** shy about their body or themselves but someone who does sport can **be** sociable and friendly. People who do sports have better **brain health because** people can fight bad thoughts by doing sports.

Second main cause of doing sports is better physical health. Doing sports improves people's body. Their body gets better and stronger. Their body's fat is reduced and muscle **ratio increases**. If a person **is overweight**, this person can lose weight. If a person **is** low weight, **this person** can gain weight. So **doing** sports is very important for our body health.

Last main cause of doing sports is better social relations. People have fit and good body when they do sports, and other people like their body. It makes people feel good. Being liked makes people feel good. People who do sports socialize. Many people do sports these days. As a result of this, there are a lot of sports centers so people can go **these** sport centers and can meet new people and can be friends.

People improve in many ways when they **do** sports. Their mental health **is affected** positively and they impact **their environment positively**. Their physical health gets stronger and their social relation **gets better**. **In conclusion**, the reasons for doing sports are to improve our mental, physical health and our social relations.

Appendix 5. Essay Scores

Essay 1	Rater 1		Researcher	
Learner	1st Draft	2nd Draft	1st Draft	2nd Draft
1	4	6	5	7
2	5	7	6	8
3	3	7	4	6
4	5	7	6	8
5	4	8	5	8
6	7	8	6	9
7	4	4	3	4
8	6	8	6	8
9	4	5	4	4
10	5	6	5	7
11	7	8	7	9
12	4	6	3	6
13	5	5	6	7
14	5	7	6	8
15	6	7	5	6
16	9	9	9	10
17	3	3	4	4

Essay 2	Rater 2		Researcher	
Learner	1st Draft	2nd Draft	1st Draft	2nd Draft
1	7	8	6	7
2	6	8	7	8
3	6	7	7	8
4	8	8	8	9
5	6	6	5	5
6	10	10	9	10
7	4	6	5	6
8	7	8	8	9
9	4	6	5	6
10	6	9	7	10
11	6	9	7	9
12	5	7	5	8
13	7	9	7	8
14	6	7	7	8
15	7	9	6	9
16	10	10	9	10
17	4	4	4	4

Essay 3	Rater 3		Researcher	
Learner	1st Draft	2nd Draft	1st Draft	2nd Draft
1	7	9	8	10
2	5	7	6	8
3	9	9	8	8
4	8	10	8	9
5	9	9	9	9
6	10	10	9	10
7	4	6	5	6
8	5	6	4	7
9	4	4	4	5
10	9	9	8	9,5
11	7	8	7	9
12	7	9	6	8
13	8	9	9	10
14	7	7	6	8
15	7	8	7	8
16	9	10	9	10
17	6	6	7	7

Appendix 6. Semi-Structured Interview Questions

A. Before Data Collection

1. Yazdığınız kompozisyonlara geribildirim verilmesinin gerekli olduğunu düşünüyor musun? Neden?
2. Daha önceki İngilizce sınıflarınızda kompozisyonlarınıza ne tür geribildirimler aldınız?
3. Daha önceki İngilizce sınıflarınızda kompozisyonlarınıza aldığınız geribildirimlerin yazma beceriniz konusunda yararı veya zararı oldu mu?
4. Yazdığınız kompozisyonlara geribildirim verilmediği durumlarda ne düşünürsün?
5. Geribildirimler kompozisyonların hangi kısımlarında katkı sağlar ?
6. Önümüzdeki 6 haftalık süreçte yazdığınız kompozisyonlara kodlanmış yazılı geribildirim verilecek. Bu uygulamadan beklentileriniz neler?

B. During Data Collection

1. İlk kompozisyonunun ilk taslağını yazdınız ve geribildirim alıp ikinci taslağını yazdınız. Bu zamana kadar olan süreç hakkında düşünceleriniz neler?
2. Verilen geribildirimler sizin için anlaşılır ve uygulanabilir miydi?
3. Verilen geribildirimler doğrultusunda değişiklikler yaptınız mı?

C. After Data Collection

1. Çalışma boyunca yazdığınız kompozisyonların ilk taslaklarına geribildirim verilip ikinci taslağını yazdınız. Bu uygulama hakkındaki görüşleriniz neler?
2. Geribildirimlerin kodlanarak verilmesi hakkında ne düşünüyorsunuz?
3. Verilen geribildirimlerin genel yazma becerinize pozitif ya da negatif bir etkisi olduğunu düşünüyor musunuz?
4. Kompozisyonlarınıza verilen geribildirimleri nasıl kullandığınızı ve yeni taslakları nasıl oluşturduğunuzu anlatabilir misiniz?
5. Geribildirim sonucunda hatalarınızı düzeltirken başka kaynaklardan/kişilerden yardım aldınız mı? Neden?
6. Geribildirim sürecinin size yazma beceriniz konusunda yararı veya zararı oldu mu? Nasıl?

Appendix 7. Focus Group Interview Questions

1. Yazma derslerinde kullanılan yöntem ve teknikler hakkında düşünceleriniz neler?
2. Yazma dersleri için ayrılan süre yeterli mi?
3. Süreç odaklı yazma yaklaşımı hakkında düşünceleriniz neler?
4. Süreç odaklı yazma yaklaşımı yazma becerilerinizi olumlu ya da olumsuz yönde etkiledi mi?
5. Süreç odaklı yazma yaklaşımının aşamaları (beyin fırtınası yapma, ana hat çıkarma, ilk taslak yazma, ikinci taslak yazma) hakkında düşünceleriniz nelerdir?



GAZİLİ OLMAK AYRICALIKTIR...